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ABSTRACT

This report presents and analyzes data on charter schools in Colorado from the 2001-02 school year. During the 2001-02 school year, 86 charter schools operated in Colorado and served 24,658 students. This descriptive evaluation rests on a review of student and school data regularly maintained by the Colorado Department of Education and individual charter schools. The evaluation did not involve site visits to schools nor require supplemental data collection by schools. Appended are a copy of the request form used for collecting data and a special supplemental questionnaire for charter high schools. The report includes the following information: (1) the characteristics of charter schools and their students, teachers, and administrators; (2) student achievement and school performance in charter schools; (3) the governance and administration of charter schools; (4) waivers of state law granted to charter schools; (5) charter school renewals and closures; (6) selected operational issues in charter schools; and (7) issues affecting the growing cohort of charter high schools in Colorado. (WFA)

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The Characteristics, Status and Performance Record of Colorado Charter Schools

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CDE coordinated the data collection for the study. Joy Fitzgerald, an independent consultant, served as the primary author of this report. Dr. Kathy Green and Dr. Lucretia Peebles of the University of Denver completed the analysis of student and school performance data discussed in Part Six of the report.

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PART ONE
INTRODUCTION

Purpose

The State of Charter Schools in Colorado: 2001-02 presents and analyzes data from the 2001-02 school year related to:

- The characteristics of charter schools, their students and teachers/administrators;
- Student achievement and school performance in charter schools;
- The governance and administration of charter schools;
- Waivers of state law granted to charter schools;
- Charter school renewals and closures;
- Selected operational issues in charter schools; and
- Issues affecting the growing cohort of charter high schools in Colorado.

Over the period since the time the Colorado Charter Schools Act was enacted, the focus and approach of this annual report has changed to track the evolving state policy infrastructure, including the expansion of the Colorado Student Assessment Program (CSAP), the introduction of annual School Accountability Reports, and the enhanced data capacity of the Colorado Department of Education. While this report presents a richer picture of student achievement and school performance in charter schools than past reports, the state data system did not have the capacity to follow the performance of students in charter schools and non-charter schools over time to track longitudinal trends. The components of the state data infrastructure necessary to support longitudinal analysis are now being finalized and will be available for application in the next annual report.

Methodology

This descriptive evaluation rests on a review of student and school data regularly maintained by the Colorado Department of Education (CDE) and/or individual charter schools. The evaluation did not involve site visits to the schools and did not require supplemental data collection by the schools. In the fall of 2002, CDE invited a group of higher education faculty members, CDE Assessment Unit staff and outside consultants with expertise in evaluations and charter schools to discuss strategies for improving the content and organization of this annual report. The design of this report reflects the feedback and suggestions presented at that meeting.

The data analyzed in this report originated from the following sources:

- Charter school administrators completed a data request to provide information on various aspects of the school's program and operations for the 2001-02 school year. A copy of the data request is attached to this report as Appendix A.
- The 35 charter schools in Colorado that served high school students during the 2001-02 school year completed a supplemental survey focused on graduation policies and other issues unique to high schools.
- The Colorado Department of Education, Research and Evaluation Unit provided data regarding student enrollment; school demographics; administrator salary, education and experience; teacher salary, education and experience; and all data items reported in the 2002 School Accountability Reports (SARs).
- The Colorado Department of Education, Assessment Unit provided data related to the performance of charter school students and non-charter school students on the Colorado Student Assessment Program (CSAP).

The analysis of CSAP results in Part Six of this report was conducted using the Statistical Program for the Social Sciences (SPSS). The significance test used to determine statistical significance was a χ^2 test of association. This test has minimal assumptions, one being that at least 5 cases are expected in each "cell" in the analysis (e.g., charter school students who were proficient/advanced in grade 3 would constitute one cell). The purpose of this test is to detect whether there is an association between two categorical variables. In the analyses applied for this study, the two categorical variables were (1) charter or non-charter school and (2) proficient/advanced or unsatisfactory/partia lly proficient performance level on the relevant CSAP assessment. A conservative approach (association at $p.<.01$) was applied to declaring differences statistically significant between the performance of charter school students and non-charter school students on the various CSAP assessments administered during the 2001-02 school year. Comparisons were only made in instances where the sample of charter school students was 15 or greater.

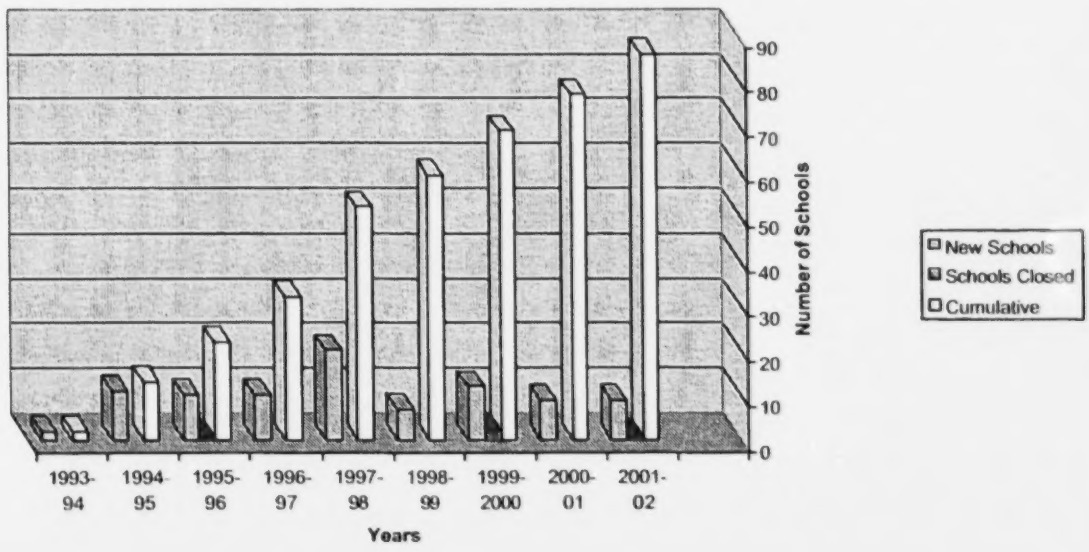
Growth of Charter Schools in Colorado

As shown in Table 1, the number of charter schools operating in Colorado has increased steadily since the General Assembly enacted the Colorado Charter Schools Act.

Table 1: The Number of Charter Schools in Colorado by School Year

Status of Charter Schools	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Charter Schools Opened	2	11	10	10	20	7	12	9	9
Charter Schools Closed			1				2		1
Number of Charter Schools Operating		13	22	32	52	59	69	77[1]	86[2]
Cumulative Number of Charters Granted	2	13	23	33	53	60	72	81	90

Figure 1: Number of Charter Schools in Colorado, 1993-2001



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Charter Schools That Operated in 2001-02

During the 2001-02 school year, 86 charter schools operated in the State of Colorado. These schools served 24,658 students, an increase of 22.5% from the total number of students (20,155) served in the fall of 2000.

Charter school enrollment in 2001-02 represented 3.3% of the total public school enrollment. Charter schools represented 5% of all Colorado public schools. If all the charter schools were combined into an imaginary district, the enrollment of that district would be the 9th largest in the state.

A list of the charter schools operating in 2001-02, together with the name of their authorizing district and the year they opened, follows.

- Academy Charter School (Douglas County School District, 1993)
- Academy of Charter Schools (Northglenn Thornton School District 12, 1994)
- Alta Vista Charter School (Lamar School District, 1998)
- Aspen Community School (Roaring Fork School District, 1995)
- Aurora Academy Charter School (Adams-Arapahoe School District 28J, 2000)
- Battle Rock Charter School (Montezuma-Cortez School District, 1994)
- The Black Forest School (Academy School District 20, 2000)
- Boulder Preparatory High School (Boulder Valley School District, 1999)
- Brighton Charter School (Brighton School District, 1998)
- Bromley East Charter School (Brighton School District, 2001)
- Carbondale Community School (Roaring Fork School District, 1995, 2001)[1]
- Cardinal Community Academy (Keenesburg School District RE3J, 2000)
- Center for Discovery Learning (Jefferson County School District, 1994)
- Cesar Chavez Academy (Pueblo School District 60, 2001)
- Challenges, Choices and Images Learning Academy (Denver Public Schools, 2000)
- Cherry Creek Academy (Cherry Creek School District, 1995)
- Cheyenne Mountain Charter Academy (Cheyenne Mountain School District, 1995)
- CIVA Charter High School (Colorado Springs District 11, 1997)
- The Classical Academy (Academy School District 20, 1997)
- Collegiate Academy of Colorado (Jefferson County School District, 1994)
- Colorado High School (Greeley School District 6, 1998)
- Community Challenge School (Denver Public Schools, 2000)
- Community Prep Charter School (Colorado Springs District 11, 1995)
- Compass Montessori School (Jefferson County School District, 1998)
- Compass Montessori Secondary School (Jefferson County School District, 2000)
- The Connect School (Pueblo School District 70, 1993)
- Core Knowledge Charter School -- Parker (Douglas County School District, 1994)
- Crestone Charter School (Moffat Consolidated School District, 1995)
- Crown Pointe Academy (Westminster District 50, 1997)
- DCS Montessori Charter School (Douglas County School District, 1997)
- Denver Arts and Technology Academy (Denver Public Schools, 2000)
- Eagle County Charter Academy (Eagle County School District, 1994)
- Elbert County Charter School (Elizabeth School District, 1997)
- Emerson-Edison Junior Charter Academy (Colorado Springs School District 11, 1997)
- Excel Academy (Jefferson County School District, 1995)
- The EXCEL School (Durango School District 9-R, 1994)
- Frontier Academy (Greeley School District 6, 1997)

- Frontier Charter Academy (Calhan RJ-1 School District, 2001)
- GLOBE Charter School (Colorado Springs District 11, 1995)
- Guffey Community Charter School (Park County RE-2, 1999)[4]
- Horizons K-8 Alternative School (Boulder Valley School District, 1997)
- Indian Peaks Charter School (East Grand School District 2, 2000)
- James Irwin Charter High School (Harrison School District 2, 2000)
- Jefferson Academy (Jefferson County School District, 1994)
- Lake George Charter School (Park School District RE-2, 1996)
- Liberty Common School (Poudre School District, 1997)
- Lincoln Academy Charter School (Jefferson County School District, 1997)
- Littleton Academy (Littleton School District, 1996)
- Littleton Preparatory Charter School (Littleton School District, 1998)
- Marble Charter School (Gunnison-Watershed School District, 1995)
- Montessori Peaks Academy (Jefferson County School District, 1997)
- Monument Charter Academy (Lewis Palmer School District, 1996)
- Mountain View Core Knowledge School (Canon City School District, 1996)
- North Routt Community Charter School (Steamboat Springs School District, 2001)
- The Odyssey School (Denver Public Schools, 1998)
- Paradox Valley School (West End School District RE-2, 1999)
- Passage Charter School (Montrose County School District, 1998)
- Peak to Peak Charter School (Boulder Valley School District, 2000)
- Pinnacle Charter School (Northglenn Thornton School District 12, 1997)
- Pioneer Charter School (Denver Public Schools, 1997)
- Pioneer School for Expeditionary Learning (Poudre School District, 2001)
- Platte River Academy (Douglas County School District, 1997)
- Prairie Creeks Charter School (Strasburg School District, 1997)
- P.S. 1 (Denver Public Schools, 1995)
- Pueblo School for the Arts & Sciences (Pueblo School District 60, 1994)
- Renaissance School (Douglas County School District, 1995)
- Ridge View Academy (Denver Public Schools, 2001)
- Ridgeview Classical School (Poudre School District, 2001)
- Rocky Mountain Deaf School (Jefferson County School District, 1997)
- Rocky Mountain Academy of Evergreen (Jefferson County School District, 2001)
- Roosevelt/Edison Charter School (Colorado Springs School District 11, 1997/1999)[5]
- Sojourner School (Boulder Valley School District, 1999)
- Southwest Open School (Montezuma-Cortez School District, 1999)
- Stargate Charter School (Northglenn Thornton School District 12, 1994)
- Summit Middle Charter School (Boulder Valley School District, 1997)
- Swallows Charter Academy (Pueblo School District 70, 1996)
- Tutmose Academy High School (Harrison School District 2, 1999)
- Twin Peaks Charter Academy (St. Vrain School District, 1997)
- Union Colony Preparatory School (Greeley School District 6, 1997)
- University Schools (Greeley School District 6, 1999)
- Ute Creek Secondary Academy (St. Vrain School District, 2000)
- West End Learning Center – Alternative School (West End School District, 1999)
- Windsor Charter Academy (Windsor School District RE4, 2001)
- Woodrow Wilson Academy (Jefferson County School District, 2000)
- Wyatt-Edison Charter School (Denver Public Schools, 1998)
- Youth & Family Academy (Pueblo School District 60, 1997)

All (100%) of the charter schools that operated during the 2001-02 school year provided data for use in this report. However, not all schools filed a complete response to the request for data issued in connection with this study. Additionally, the Colorado Department of Education database did not contain data for every charter school on all the issues discussed in this report. Therefore, the number of schools reporting with respect to specific characteristics or performance issues varies depending on the source of the data and the response rate of the charter schools.

PART TWO
THE COLORADO CHARTER SCHOOLS ACT

The Colorado Charter Schools Act has been amended extensively since its inception in 1993. This section of the report summarizes the current content of The Colorado Charter Schools Act (as of January 2003).

Purpose

The Colorado Charter Schools Act declares that its purpose is to:

- Improve pupil learning by creating schools with high, rigorous standards for pupil performance,
- Increase learning opportunities for all students, especially those with low levels of academic achievement,
- Encourage diverse approaches to learning and education and the use of different, proven or innovative teaching methods,
- Allow the development of different and innovative forms of measuring student performance,
- Create new professional opportunities for teachers,
- Provide parents and pupils with increased educational choice,
- Encourage parental involvement in public schools, and
- Hold charter schools accountable for meeting state board and school district content standards and to provide charter schools with a method to change accountability systems.[6]

General Provisions

Charter schools are public, nonsectarian, nonreligious, non-home-based schools. Charter schools operate "within" the districts that grant their charters and are accountable to the chartering district's board of education. Charter schools are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special educational services. Charter schools must be open to any child who resides within the school district, but they are not required to alter the structure or arrangement of their facilities except as required by state or federal law. A majority of the charter school's students must live in the chartering district or contiguous districts. Enrollment decisions must be made in a non-discriminatory manner, as specified in the charter school application.[7]

Charter schools are administered by governing bodies as described in the charter application. Charter schools may organize as nonprofit corporations while retaining their status as public schools, but are not required to do so. Charter schools are governmental entities for purposes of tax-exempt financing. A charter school and the local board of education may agree to extend the length of the charter beyond five years for the purpose of enhancing the terms of any lease or financial obligation.[8]

Charter schools may not charge tuition for K-12 programs and services, but may charge for before- and after-school services, extended day kindergarten, or pre-kindergarten classes.[9]

Charter schools operate free from school district policies and state laws and regulations as specified in their charter contracts. Local boards of education may waive the application of their regulations without seeking approval of the State Board of Education. The State Board of Education may waive state statutory requirements and rules promulgated by the state board, except those related to the state assessment program and the school finance act.[10]

Charter schools are responsible for their own operations, including preparation of budgets, contracting for services and personnel matters. Charter schools may, at their discretion, contract with their authorizing districts for the purchase of district services. Authorizing districts are required to provide such services to the charter school at cost. Authorizing districts may not charge charter schools rent for district facilities deemed available as negotiated by contract. Charter schools must make all decisions regarding the planning, siting and inspection of charter school facilities in accordance with applicable zoning regulations as specified by contract with the district. Charter schools have standing to sue and be sued in their own name for purposes of enforcing any contract.[11]

The Charter School Contracts

The Act contains specific timelines for submission and review of charter applications, which the charter applicant and the chartering district may waive by mutual agreement. Local boards of education may determine the date (between August 15 and October 1) by which charter applications must be submitted.[12] If an application is incomplete, the board will request the necessary information from the charter applicant. The school district's accountability committee reviews applications before the board of education considers them. The accountability committee must include one person with demonstrated knowledge of charter schools and one parent or guardian of a child enrolled in a charter school in the district. The local board is required to hold at least two community meetings on the proposed charter. The board must rule on the application within 75 days. The charter school and the school district must finalize their contract within 90 days of the time the board of education approves an application. If the local board denies the application or imposes unacceptable conditions on the application, the applicant may appeal to the State Board of Education.[13]

The approved charter application serves as the basis for a contract between a charter school and the board of education of its chartering district. The contract between the charter school and the district must reflect all agreements regarding the waiver of school district policies and requests for waivers from state regulations and statutes. Any contract between the charter school and the local board of education approved between July 1, 2001 and July 1, 2010 must include a statement specifying how the charter school intends to use the one-percent increase in the statewide base per pupil funding as required by section 17 of article IX of the state constitution (Amendment 23).

Within ten days after the local board of education approves the contract, the local school board will deliver any request for release from state statutes and regulations to the state board. Within 45 days after receiving a request, the state board will grant or deny the request. The board must make any denials in writing. If the local board of education and the charter school do not receive notice of the state board's decision within 45 days after submittal of the request for release, the request is deemed granted.[14]

The charter application must specify:

- A mission statement, goals, objectives and performance goals for students in the school.
- Evidence that an adequate number of parents, teachers and students support the formation of the charter school.
- A detailed description of the school's educational program, pupil performance standards and curriculum, which must meet or exceed any content standards adopted by the school district in which the charter school is located, and which must be designed to enable each student to achieve the standards.
- A description of the charter school's plan for evaluating student performance, including the types of assessments and a timeline for meeting the school's performance goals.
- Evidence that the charter school's plan is economically sound for the charter school and the chartering district, a proposed budget and a description of the annual audit process.

- A description of the governance and operation of the charter school.
- An explanation of the relationships that will exist between the proposed charter school and its employees.
- The employment policies of the school.
- An agreement between the parties regarding their respective legal liability and applicable insurance coverage.
- A description of how the charter school plans to meet the transportation needs of its students.
- A description of the school's enrollment policy.
- A third-party dispute resolution process to resolve disputes that may arise concerning the implementation of the charter contract. If there is no provision in the contract, the Colorado Department of Education provides dispute resolution services. If either party refuses to participate in this process, the other party may appeal to the State Board of Education.[15]

Private or nonpublic home-based educational programs cannot be converted into public schools.[16]

A charter applicant is not required to provide personal identifying information concerning any parent, teacher or perspective pupil prior to the approval of the charter and the actual hiring of the teacher or enrollment of the student.[17]

The Appeal Process

The State Board of Education may review decisions of any local board of education concerning charter schools upon receipt of a notice of appeal or upon its own motion.[18]

Under the Act's appeal procedures, the decision of a local board of education to deny, refuse to renew or revoke a charter or to unilaterally impose conditions that are unacceptable to the charter school or charter applicant, must be appealed by filing a written notice with the State Board of Education within 30 days of the decision. Within 60 days of receipt of the notice of appeal, the state board is required to hold a public hearing to review the decision of the local board and make findings. If the state board finds the local board's decision was contrary to the best interest of the pupils, school district or community, it must remand the decision to the local board with written instructions to reconsider.

The local board must reconsider its decision with 30 days of the remand and make a final decision. If the local board's decision is still adverse, a charter applicant or operator may file a second appeal within 30 days of the final decision. Within 30 days of the receipt of the second notice of appeal, the state board is required to hold a second hearing and determine whether the local board's decision was contrary to the best interests of the pupils, school district or community. If such a finding is made, the state board must remand the local board's final decision with instructions to approve the charter application. The state board's decision is final and not subject to appeal.[19]

Instead of the first appeal to the state board, the parties may agree to facilitation. Within 30 days after denial, nonrenewal or revocation, the parties may file a notice of facilitation with the state board. Facilitation will continue as long as both parties agree to its use. If one party substantially rejects facilitation, the local board of education will make a final decision. The charter applicant may file an appeal to the state board.[20]

If the notice of appeal or the motion to review by the state board relates to a local board's decision to grant a charter, the state board will review the appeal within 60 days after receipt of the notice to appeal. The standard of review is whether the decision of the local board was arbitrary and capricious or whether the establishment or operation of the proposed charter school would violate civil rights laws, violate a court order, threaten the health and safety of students in the school district, violate the provisions of the Act regarding the permissible number of charter schools, or be inconsistent with the equitable distribution of charter schools among school districts. If the state board makes such a determination, it will remand the case to the local board with instructions to deny the charter. The state board's decision is final and not subject to appeal.[21]

The Charter Schools Act requires each charter school and its chartering district to agree on a third-party dispute resolution process to resolve disagreements that may arise concerning implementation of the charter contract. If the charter contract does not specify a dispute resolution process, the Act provides a dispute resolution process that involves a hearing by neutral third party (administrative law judge). Either party may appeal the decision to the state board of education. The state board's review is limited to the written findings of the administrative law judge.[22]

Charter Revocation and Renewal

With certain exceptions, a local school district may approve a new charter for a period of at least three years but not more than five years. Charter renewals may be made for periods not exceeding five years. The charter school must submit a renewal application to the local board no later than December 1 of the year prior to the academic year in which a charter will expire. The local board of education is required to rule on the renewal application no later than the following February 1 or a mutually agreed upon date. A renewal application must contain a progress report on the charter school and a financial statement that discloses the costs of operating the charter school.[23]

The local board of education may revoke or non-renew a charter for the following reasons:

- The charter school committed a material violation of the conditions, standards or procedures in the charter application.
- The charter school failed to make reasonable progress toward achieving the content or pupil performance standards set forth in its application.
- The charter school failed to meet generally accepted standards of fiscal management.
- The charter school violated any provision of law from which the charter school was not specifically exempted.[24]

In addition, the local board of education may non-renew a charter upon a finding that it is not in the best interest of the pupils residing in the district to continue operation of the school. The local board's decision must state its reasons for revoking or not renewing a charter. Any decision not to renew a charter is subject to appeal.[25]

Employee Options

A teacher employed by a chartering district who is hired by a charter school is considered to be on a one-year leave of absence from the chartering district. The teacher and the district may agree to renew the leave for two additional one-year periods. At the end of this period, the district has the authority to determine the relationship between it and the teacher and provide notice to the teacher. The local board of education also has the authority to determine the status of school district employees who worked in charter schools and later seek re-employment with the district. Employees of charter schools are members of the Colorado Public Employee Retirement Association or the Denver Public Schools' Retirement Association.[26]

Transportation Plans

If a charter school's charter or contract includes provision of transportation services by the authorizing district, the charter school and the district are required to collaborate in developing a transportation plan to use school district equipment to transport students enrolled in the charter school to and from school and any extracurricular activities. The plan may include development of bus routes and plans for sharing the use of school district equipment for the benefit of students enrolled in charter schools of the district and students enrolled in other schools of the district.[27]

Finance and Facility Issues

Facilities issues generally are resolved through negotiations between the charter school and its chartering district. The Act provides that a charter school may negotiate and contract with a school district, the governing body of a state college or university or any third party for the use of a school building or grounds. The Act prohibits chartering districts from charging rent to charter schools occupying district-owned facilities.[28] Recent amendments to the Act also make clear that charter schools may issue financial obligations that are exempt from state and federal income tax.[29]

Pupils enrolled in a charter school are included in the pupil enrollment of the chartering school district. The district receives full funding under the School Finance Act for each charter school student in the district. The Act requires the charter school to negotiate resources with its chartering district.[30] The charter school and authorizing school district negotiate funding under the contract at a minimum of 95% of the district per pupil revenues (PPR) for each pupil enrolled in the charter school. The district may choose to retain the actual amount of the charter school's per pupil share of central administrative overhead costs for services actually provided to charter schools, up to 5% of the district PPR.[31] The Act specifically defines the cost items that can be included in overhead.[32]

Within 90 days after the end of each fiscal year, each school district shall provide each charter school within its district an itemized accounting of its central administrative overhead costs. Any difference between the amount initially charged to the charter school and the actual costs will be reconciled and paid to the owed party. Either party may request a third-party review of the itemized accounting at the requesting party's expense. The Colorado Department of Education will conduct the review and its determination will be final.[33] As part of this funding formula, the charter school is required to transfer a specified amount for each student enrolled into accounts that the school can use only for capital reserve and risk management purposes.[34]

Each school district must provide federally required educational services to students enrolled in charter schools on the same basis as such services are provided to students enrolled in other public schools in the district. Unless the charter school and the chartering district negotiate an alternate arrangement, the charter school will reimburse the school district (on a per pupil basis) for the costs incurred by the district in providing federally required educational services.[35]

The charter school can contract with the school district for direct purchase of district services in addition to those included in central administrative overhead. The costs of these services are to be determined by dividing the district's cost by its total enrollment and multiplying this rate times the enrollment of the charter school.[36]

The authorizing school district must direct the proportionate share of state and federal resources generated by students with disabilities (or staff serving them) to the charter school enrolling the students. The proportionate share of moneys generated under other federal and state categorical aid programs also must be directed to charter schools serving students eligible for such aid, as required by the federal Charter School Expansion Act of 1998.[37]

For the 2000-01 budget year and thereafter, a qualified charter school will receive state education fund moneys from the authorizing school district in an amount equal to the percentage of the district's certified charter school pupil enrollment multiplied by the total amount of state education fund moneys distributed pursuant to Colo. Rev. Stat. 22-54-124.

A summary of the revisions made by the General Assembly in 2002 to the School Finance Act related to charter schools (H.B. 1349) is available on the Charter School Project website at http://www.charterproject.org.

PART THREE:
DISPOSITION OF APPEALS BY STATE BOARD OF EDUCATION

The Colorado Charter Schools Act's provision for the appeal of local board decisions to the State Board of Education is described in the prior section this report.

In House Bill 99-1274, the General Assembly clarified its intent that the State Board of Education has the authority to make a final decision on contract disputes between charter schools and their school districts. In *Board of Education School District No. 1 v. Booth*,[18] the Colorado Supreme Court upheld the appeal provision of the Colorado Charter Schools Act. Denver Public Schools had challenged the appeal procedure arguing that it violated local control of education as guaranteed in the Colorado Constitution.

As of December 31, 2002, the State Board of Education had disposed of 99 appeals under the Colorado Charter Schools Act. Table 2 shows the nature of these various proceedings and their resolution.

Table 2: Disposition of Charter School Appeals by State Board of Education

Resolution	Inception –12/31/97	1998	1999	2000	2001	2002	Total Inception-12/31/2002
Upheld local board decision on first appeal	21	2	4	5	3	2	37
Remanded decision back to local board of education for reconsideration	15	3	2	1	3	2	26
Ordered the establishment of a charter school after the second appeal of a local board's decision	1	1		1	1		4
Overturned a local board's decision to revoke a charter	1						1
Dismissed the appeal because the parties settled the issues in dispute	1		4				5
Dismissed the appeal because of legal defects in the appeal	13		5	4	4		26
Total	52	6	15	11	11	4	99

Data Source: Colorado Department of Education, Office of the State Board

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In August 2001, the Colorado Supreme Court released its decision in the case of *Academy of Charter Schools v. Adams County School District No. 12.* This decision resolved questions related to final dispute resolution between charter schools and their authorizing district. Specifically, the decision clarified the ability of charter schools to enforce specific aspects of their contracts with their authorizing district in court. The decision distinguished between two types of contract disputes – those involving "service agreements" and those involving "governing policy agreements." Service agreements are voluntary contractual provisions entered pursuant to Colo. Rev. Stat. 22-30.5-104, and are subject to judicial enforcement. The balance of the charter contract between the charter school and the authorizing district, containing those contractual elements required by law, are "governing policy agreements." The State Board has complete statutory authority to hear disputes arising from implementation of governing policy provisions of the contract.

PART FOUR
CHARACTERISTICS OF COLORADO CHARTER SCHOOLS

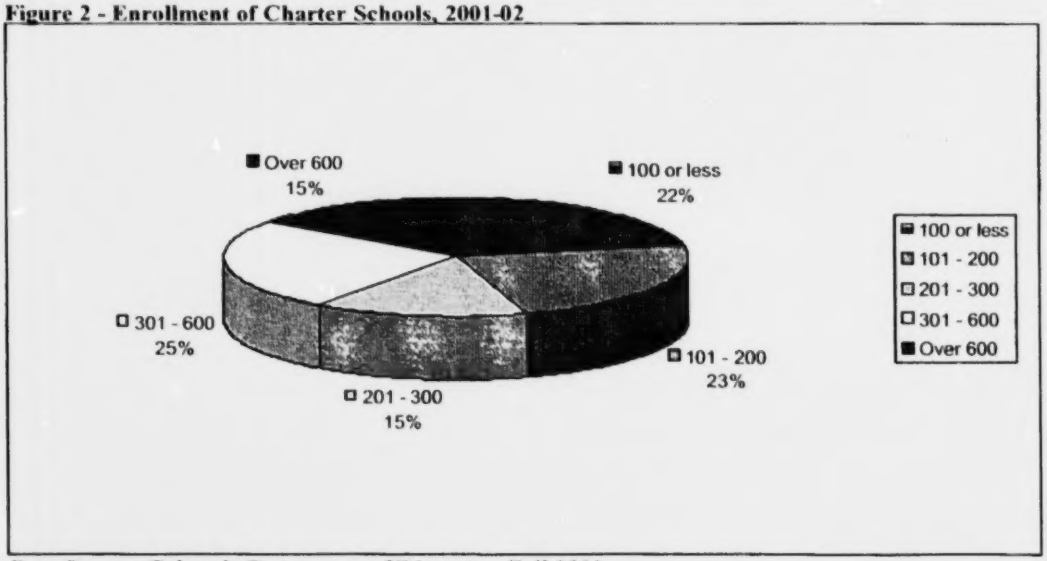
This section of the report looks at key characteristics of Colorado charter schools and the students and families they served. These data present an overall picture of the charter school program in Colorado during the 2001-02 school year.

Charter School Size

The charter schools included in this study ranged widely in size, depending on their location, the grade levels served and educational philosophy. Of the 86 schools in this report:

- 22% (19 schools) served under 100 students,
- 23% (20 schools) served between 101 and 200 students,
- 15% (13 schools) served between 201 and 300 students,
- 25% (21 schools) served between 301 and 600 students, and
- 15% (13 schools) served over 600 students.

Figure 2 - Enrollment of Charter Schools, 2001-02



Data Source: Colorado Department of Education, Fall 2001.

The average enrollment was 287 students. The median enrollment was 219 students. The average enrollment of Colorado charter schools has grown from 188 in the fall of 1996, an increase of over 50 percent for the period. Twenty-four charter schools were included in the 1996 evaluation study; the current study includes 86 charter schools.

Forty-two percent of the charter schools in this study enrolled 200 students or less, down from 52% just a year ago (fall 2000) and down from 72.5% in fall 1996. At the other end of the enrollment spectrum, 13% of the charter schools operating in 2001-02 enrolled over 600 students, an increase from 11% last year (fall 2000) and from 4% in fall 1996.

The number of students enrolled by the charter schools ranged from 10 students (Prairie Creeks Charter School) to 1,294 students (Academy of Charter Schools, Northglenn-Thornton School District 12). The enrollment of the largest charter school in Colorado has increased over time, from a high of 783 (Academy of Charter Schools, Northglenn-Thornton School District) in fall 1996.

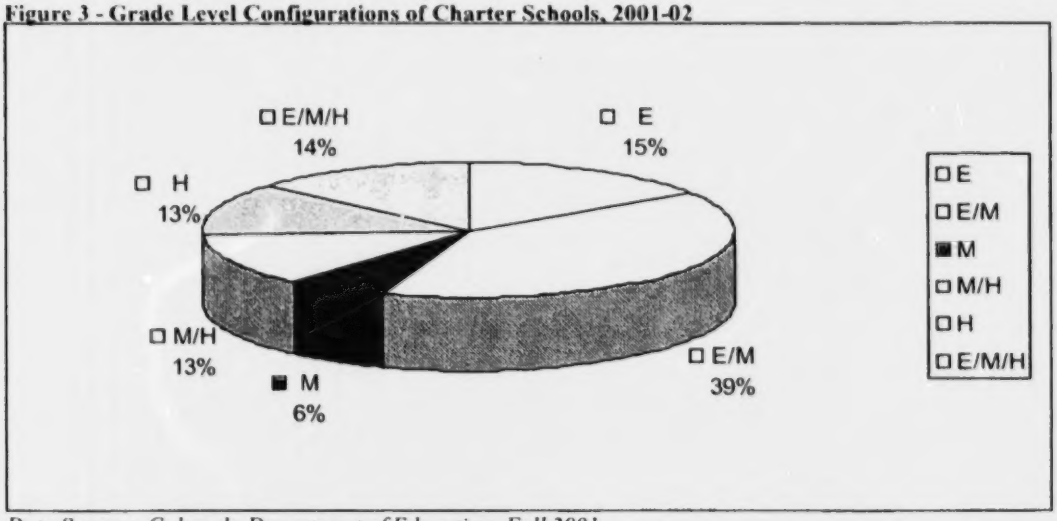
Grade Level Configuration

Over sixty percent of the charter schools that operated in 2001-02 (55 of 86 schools) fell outside of the traditional grade-level configuration of elementary, middle or high schools. These charter schools offered a program that served students continuously from elementary through middle school, or from middle school through secondary school, or throughout their public school experience. In contrast, less than 20% of all public schools in Colorado did not fit the traditional grade-level configuration of elementary, middle or secondary schools.

2001-02 data on grade levels was available for all 86 schools operating in that school year. The grades served by individual charter schools within grade level categories (elementary, middle, high) varied widely (e.g. K-5, K-6, 6-8, 7-9). Of the 86 charter school operating in 2001-02:

- 15% (13 schools) served the elementary grades;
- 38% (33 schools) served the elementary and middle school grades;
- 6% (5 schools) served the middle school grades;
- 12% (10 schools) served the middle and high school grades;
- 12% (10 schools) served the high school grades; and
- 17% (15 schools) served elementary, middle and high school grade levels.

Figure 3 - Grade Level Configurations of Charter Schools, 2001-02



Data Source: Colorado Department of Education, Fall 2001

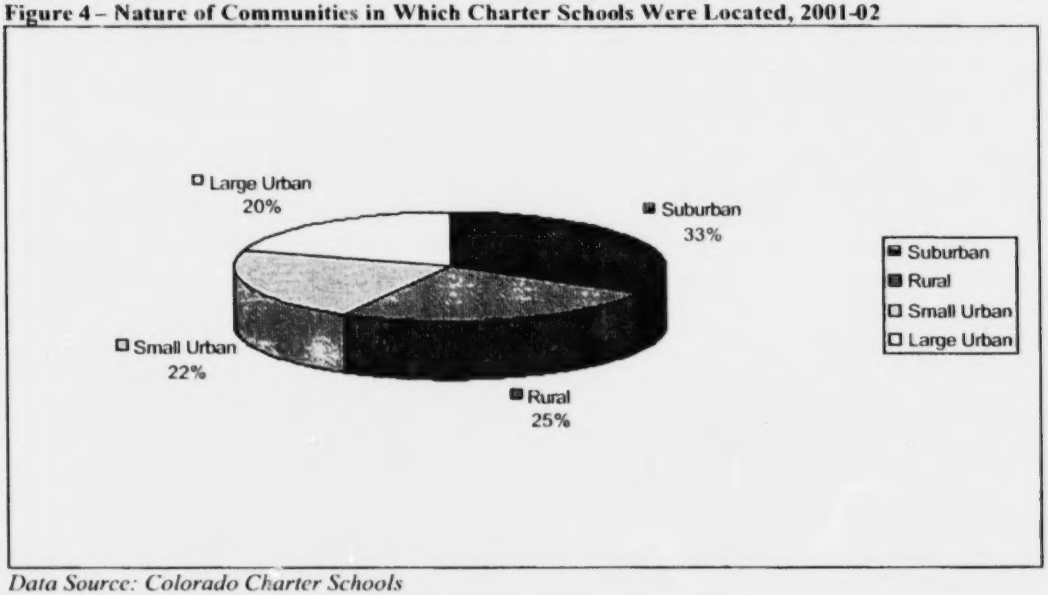
The proportions of grade levels served have remained relatively stable over time. In fall 1997, the 32 schools covered in the annual study of charter schools included 12% (4 schools) elementary schools, 41% (13 schools) elementary/middle schools, 16% (5 schools) middle schools, 12% (4 schools) middle/high schools, 3% (one school) high school and 16% (5 schools) K-12 schools.

Nature of Communities in Which Charter Schools Were Located

Of the 86 schools that operated in 2001-02:

- 33% (28 schools) served suburban communities;
- 25% (22 schools) served rural communities;
- 22% (19 schools) served small urban communities; and
- 20% (17 schools) served large urban communities

Figure 4 – Nature of Communities in Which Charter Schools Were Located, 2001-02



Data Source: Colorado Charter Schools

Location of Colorado Charter Schools

The Colorado Department of Education has divided the state into eight geographic service regions. Of the 86 charter schools that operated in 2001-02:

- 46% (40 schools) were located in the Metropolitan Region;
- 21% (18 schools) were located in the Pikes Peak Region;
- 13% (11 schools) were located in the North Central Region;
- 7% (6 schools) were located in the Northwest Region;
- 6% (5 schools) were located in the Southwest Region;
- 5% (4 schools) were located in the West Central Region;
- 1% (1 school) was located in the Northeast Region; and
- 1% (1 school) was located in the Southeast Region.

Authorizing Districts

In 2001-02, 39 of the state's 176 school districts (22%) authorized charter schools. Of those 39 districts, nine had authorized three or more charter schools that were operating in the 2001-02 school year. The combined charter school enrollment of these nine sponsoring districts was 16,302, or 66% of the total charter school enrollment in fall 2001.

The following table shows the number of charter schools authorized by these nine districts, their total charter enrollment, their total district enrollment, and the percentage that charter school enrollment constitutes of their total enrollment.

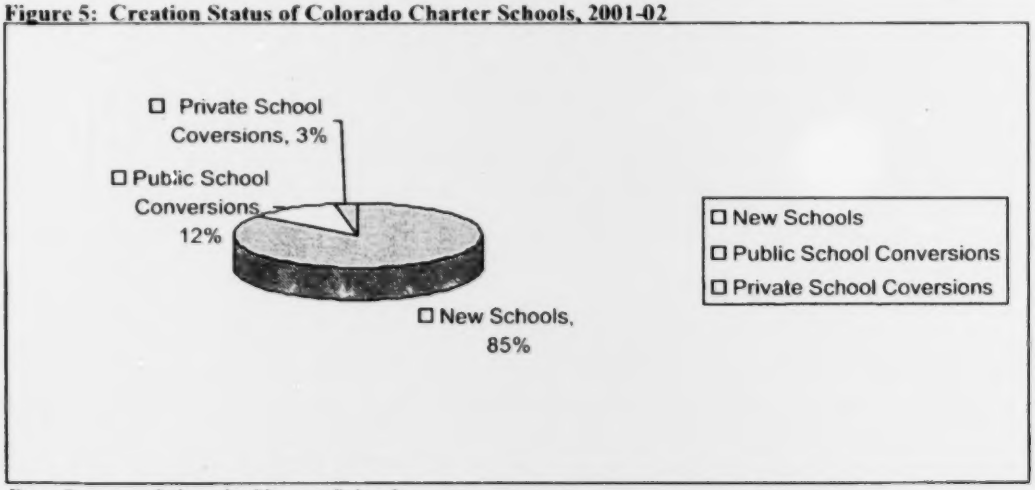
Table 3 – Enrollment of School Districts with Three or More Charter Schools in 2001-02

District	Number of Charter Schools	Total Charter Enrollment 2001	Total District Enrollment 2001	Charter Enrollment % of total
Boulder Valley RE-2	5	1,356	27,963	4.8%
Colorado Springs 11	5	1,946	32,808	5.9%
Denver County 1	8	2,097	72,361	2.9%
Douglas County	5	2,041	38,054	5.3%
Greeley School District 6	4	1,520	16,527	9.2%
Jefferson County	11	2,949	88,460	3.3%
Northglenn-Thornton 12	3	2,481	31,544	7.8%
Poudre R-1	3	1,100	24,412	4.5%
Pueblo District 60	3	812	17,738	4.6%

Creation Status of Charter Schools

Of the 86 schools operating in the 2001-02 school year, 85 school provided information about their creation status. Of the 85 schools reporting, 72 schools (85%) were newly created schools, 10 schools (12%) were public school conversions, and three schools (3%) were private school conversions. On a national level, approximately 72% of all charter schools are newly created schools, 18% are pre-existing public schools and 10% are pre-existing private schools.[39]

Figure 5: Creation Status of Colorado Charter Schools, 2001-02



Data Source: Colorado Charter Schools

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Enrollment Stability

Data about enrollment stability was available for 84 of the 86 charter schools that operated in 2001-02. Of these schools, the average rate of enrollment stability was 91.1%. The median rate was 94.9%. The rate of enrollment stability ranged in individual charter schools from a low of 36% to a high of 100%.

Student-to-Teacher Ratio

Only about a third of the charter schools operating in 2001-02 reported data in the fall 2001 needed to calculate the school wide student-to-teacher ratio, and many schools in this group reported incomplete data. Accordingly, this annual study cannot report on the student-to-teacher ratio in charter schools for the 2001-02 school year.

Educational Program

During the 2001-02 school year, 52 of the 86 charter schools (60%) used a comprehensive national reform model as the foundation of their educational program.

Core Knowledge. Thirty-three schools (63% of the schools that used a comprehensive national reform model and 38% of the total cohort of schools operating in 2001-02) were Core Knowledge schools. The dominance of the Core Knowledge reform model among charter schools in Colorado has been sustained for some time. Core Knowledge schools have represented about 40% of the total cohort of charter schools operating in the state for each of the last several years.

Core Knowledge is an approach to curriculum based on the work of E.D. Hirsch, Jr. The focus of the Core Knowledge approach is on teaching a common core of concepts, skills and knowledge that characterize a "culturally literate" and educated individual. Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining successful national and local core curricula and through consultation with education experts in each subject area, the *Core Knowledge Sequence* provides a consensus-based model of specific content guidelines for students in the elementary grades. It offers a progression of detailed grade-by-grade topics of knowledge in history, geography, mathematics, science, language arts, and fine arts, so that students build on knowledge from year to year in grades K-8. Instructional strategies are left to the discretion of teachers. The Core Knowledge sequence typically comprises 50% of the curriculum; the other 50% is used by schools to meet state and local requirements and teacher strengths. Parent involvement and consensus building contribute to the success of the *Core Knowledge Sequence*.[40]

Montessori. Five schools (10% of the schools that used reform model and 6% of the total cohort of schools operating in 2001-02) were Montessori schools. *Montessori* is a comprehensive educational approach from birth through adolescence based on the observation of children's needs. It incorporates an understanding of children's natural learning tendencies as they unfold in "prepared environments" for multi-age groups (0-3, 3-6, 3-9. 9-12 and 12-14). The Montessori environment contains specially designed manipulative "materials for development" that invite children to engage in learning activities of their own individual choice. Under the guidance of a trained teacher, children learn by making discoveries with the materials, thus cultivating concentration, motivation, self-discipline and love of learning. The curriculum is interdisciplinary and interactive. In a Montessori classroom, independent activity constitutes about 80% of the work while teacher-directed activity accounts for the remaining 20%. The special environments also offer practical occasions for development of social relationships

through free interaction. The materials themselves invite activity and are self-correcting. The child solves problems independently, building self-confidence, analytical thinking and the satisfaction that comes from accomplishment. Parent involvement is encouraged through parent orientations, discussion groups, open houses, observations and publications.[41]

Expeditionary Learning/Outward Bound. Five schools (10% of the schools that used a comprehensive national reform model and 6% of the total cohort of schools operating in 2001-02) were Expeditionary Learning schools. *Expeditionary Learning* is organized on the principles of Outward Bound. Curriculum, instruction, assessment, school culture and school structures are organized around producing high quality student work in learning expeditions- long term, in-depth investigations of themes or topics that engage students in the classroom and in the wider world through authentic projects, fieldwork and services. These learning expeditions have clear learning goals that are aligned with district and state standards. Ongoing assessment is woven throughout each learning expedition, pushing students to higher levels of performance. Teachers work collaboratively in teams, with regular common planning time to plan interdisciplinary expeditions, review each other's expedition plans and reflect on student work and teacher practices to improve curriculum and instruction. To strengthen relationships in the classroom, students stay with the same teacher or team of teachers for more than one year. Teachers and school leaders participate in a sequence of professional development activities.[42]

The Edison Project. Three schools (6% of the schools that used a reform model and 3% of the total cohort of schools operating in 2001-02) are affiliated with The Edison Project. *The Edison Project* is a privately sponsored effort to create innovative schools that operate at current public school spending levels and that provide all students with an education that is rooted in democratic values, that is academically excellent and that prepares them for productive lives. The design is composed of ten integral parts:

1. Schools Organized for Every Student's Success: small schools within schools;
2. Better Use of Time: longer school day and year;
3. Rich and Challenging Curriculum: world-class standards; education in humanities and arts, mathematics and science, ethics and practical skills, health and fitness (Edison uses the University of Chicago School Mathematics Program and the Success for All reading program).
4. Teaching Methods that Motivate: multiple instruction techniques;
5. Careful Assessment that Provides Real Accountability: tied to standards; multiple assessment tools;
6. A Professional Environment for Teachers : a portable computer for every teacher; extensive professional development;
7. Technology for an Information Age: a computer in every student's home; highly equipped schools;
8. New Partnership with Parents: regular communication between teachers and parents;
9. Schools Tailored to The Community: curriculum tailored to meet local needs; and
10. Backed by a System That Serves: support, guidance and resources from the Edison national headquarters.[43]

Two charter schools operating in 2001-02 were implementing each of the following reform models: **Paideia and Modern Red Schoolhouse**. One charter school was implementing each of the following reform models: **The Coalition of Essential Schools**, **Mosaic** and **William Glasser's Quality School Network**.

Assessment Tools Used by Charter Schools

As public schools, all charter schools were required to administer the Colorado Student Assessment Program (CSAP) in the appropriate content areas and grades. During the 2001-02 school year, CSAP tests were administered in Reading at grades 3-10, in Writing at grades 3-10, in Mathematics in grades 5-10 and in Science in grade 8.

CSAP is a standards-based assessment designed to provide a picture of student performance to schools, districts, educators, parents and the community. The primary purpose of the assessment is to determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas that are assessed. The results are intended to be used by educators to improve curricula and instruction as well as increase individual student learning. Mandated by the Colorado legislature, the results are made available to the public at both state and district levels. Each assessment uses four performance levels – advanced, proficient, partially proficient and unsatisfactory. The state legislature has also mandated that eleventh graders take the ACT (American College Test) in reading and mathematics.

To supplement the CSAP, the charter schools used a variety of assessments, depending on the school's educational approach and performance goals, and the requirements of the chartering district. Assessment experts agree that an assessment program should use an array of tests to measure different dimensions of student learning. No single test can provide a full picture of a student's progress or learning. In this regard, note that charter schools also used teacher-produced and curriculum-based assessments regularly in the classroom, in addition to the more formal assessments discussed here.

Of the 86 charter schools operating in 2001-02:

- 73% (63 schools) administered norm-referenced tests (tests that measure the relative performance of the individual or group by comparison with the performance of other individuals or groups taking the same test).
- 52% (45 schools) administered criterion-referenced tests (tests whose scores are interpreted by reference to well-defined domains of content or behaviors, rather than by reference to the performance of some other group).
- 67% (57 schools) administered performance assessments (tests that measure ability by assessing open-ended responses or by asking the respondent to complete a task, produce a response or demonstrate a skill).

The percentage of charter schools administering norm-referenced and criterion-referenced tests has declined slightly over the past few years, probably reflecting the expansion of the Colorado Student Assessment Program over the same period. About 95% of the charter schools operating in 2001-02 reported using more than one assessment in addition to the CSAP to monitor student performance.

PART FIVE
CHARACTERISTICS OF COLORADO CHARTER SCHOOL STUDENTS

The charter schools operating in 2001-02, as a cohort group, were more racially and economically diverse than in prior years, but continued to serve a smaller percentage of racial/ethnic minority students and students eligible for free/reduced-price lunch than the state public school average.

Racial/Ethnic Minority Students

The 86 charter schools operating in 2001-02 served 6,660 racial/ethnic minority students, representing 27.0% of the total charter school enrollment (24,658). The state average was 33.2%.

The percent of racial/ethnic minority students enrolled in charter schools in 2001-02 has increased substantially over time (up from 18.6% in the fall of 1997), but still trails the state average, which is also increasing (up from 28.6% in the fall of 1997). In considering these data, it is important to note that the racial/ethnic composition of charter schools tends to reflect the communities in which they are located. The location of charter schools, in turn, depended on the willingness of school districts to welcome, or at least permit, charter schools to operate in their boundaries.

The percent of racial/ethnic minority students served by individual charter schools in 2001-02 ranged from 0% to 100%. To provide some context for considering the racial/ethnic composition of charter schools, Table 4 provides the average percent of racial/ethnic minority students in the districts that authorized the charter schools. Table 4 also shows the range of racial/ethnic minority composition in individual schools within the authorizing districts.

Student Eligibility for Free and Reduced-Price Lunch

Despite efforts on the part of CDE to encourage charter schools to report data related to student eligibility for free and reduced-price lunch, there is reason to believe these data were underreported by charter schools as a cohort group. In October 2001, fifteen charter schools reported 0% for free/reduced-price lunch eligibility.[44] It is likely that in a majority of these fifteen schools, the 0% figure resulted from the schools not collecting the data, rather than from a determination that none of the students served in the schools would have been eligible for the free /reduced-price lunch program. Not all charter schools offer school lunch programs, which exacerbate s data collection issues.

The 86 charter schools operating in 2001-02 served 4,384 students who were eligible for free or reduced-price lunch, representing 17.8% of the total enrollment (24,658) of the schools. This rate reflects a substantial increase from the average of 12.4% in fall 1997, but little movement from last year's (fall 2000) rate.

The percent of students eligible for free or reduced-price lunch served by the charter schools in fall 2001 ranged from 0% to 94.8%. The state average was 28.0%. Table 4 provides the average percent of students eligible for free/reduced-price lunch in the districts that authorized the charter schools as well as the range of eligibility in individual schools within the authorizing districts.

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Table 4 - Charter Schools and Chartering Districts-Student Characteristics, 2001-02

DISTRICT Charter School	% Racial/Ethnic Minority students *(Range)*	% Students Eligible for Free/Reduced Lunch *(Range)*
State of Colorado	***33.2%***	***28%***
All Charter Schools in 2001-02	***27.0%***	***17.8%***
Academy School District 20	*14.1% (Range: 9.2% - 27.7%)*	*4.7% (Range: 0.0% - 26.4%)*
The Black Forest School	15.1%	0.0%
The Classical Academy	9.3%	4.6%
Northglenn Thornton School District 12	*32.5% (Range: 12.4% - 78.4%)*	*21.8% (Range: 0.0% - 80.0%*
Academy of Charter Schools	25.9%	16.8%
Pinnacle Charter School	37.1%	7.9%
Stargate Charter School	25.1%	1.3%
Adams Arapahoe 28J	*36.0% (Range: 21.8% - 93.8%)*	*36.3% (Range: 1.3% - 80.4%)*
Aurora Academy	32.0%	1.3%
Aspen School District 1	*12.8% (Range: 5.2% - 17.9%)*	
Aspen Community School	5.2%	*0.0%*
Boulder Valley School District	*20.5% (Range: 5.1% - 78.7%)*	*12.1% (Range: 0.0% - 77.0%)*
Boulder Prep Charter School	41.8%	0.0%
Horizons Alternative School	12.1%	7.3%
Peak to Peak Charter School	18.6%	1.3%
Sojourner Charter School	69.8%	67.9%
Summit Middle School	13.8%	1.3%
Brighton School District	*43.1% (Range: 26.0% - 84.2%)*	*29.8% (Range: 0.0% - 6.08%)*
Brighton Charter School	33.5%	0.0
Bromley East Charter School	26.0%	13.4%
Calhan School District	*5.1% (Range: 4.7% - 8.9%)*	*24.1% (Range: 19.1% - 27.6%)*
Frontier Charter Academy	8.9%	24.4%
Canon City School District	*9.8% (Range: 5.3% - 21.3%)*	*35.8% (Range 7.9% - 52.7%)*
Mountain View Core Knowledge	5.3%	14.2%
Cherry Creek School District	*25.1% (Range: 5.1% - 61.3%)*	*10.7% (Range: 0.0% - 49.1%)*
Cherry Creek Academy	9.3%	0.0%
Cheyenne Mountain District 12	*14.1% (Range: 10.3% - 21.6%)*	*5.2% (Range: 0.9% - 14.8%)*
Cheyenne Mountain Charter	21.6%	14.8%
Colorado Springs District 11	*31.3% (Range: 13.7% - 75.3%)*	*32.1% (Range: 5.5% - 79.0%)*
CIVA Charter School	16.9%	11.3%
Community Prep Charter	30.5%	27.3%
Emerson-Edison Jr. Academy	57.8%	65.9%
GLOBE	19.9%	37.0%
Roosevelt Edison	61.3%	66.3%
Denver Public Schools	*79.1% (Range: 11.7% - 100%)*	*64.3% (Range: 5.8% - 97.0%)*
Challenges, Choices & Images	100%	18.7%
Community Challenges Charter School	93.1%	86.1%
Denver Arts & Technology Academy	73.8%	45.8%
The Odyssey School	48.1%	20.4%
Pioneer Charter School	97.4%	83.1%
P.S. 1	49.1%	37.5%
Ridge View Academy Charter	69.5%	94.8%
Wyatt-Edison Charter School	95.6%	79.4%
Douglas County School District	*10.9% (Range: 3.3% - 31.5%)*	*1.9% (Range: 0.0% - 9.5%)*
Academy Charter	9.4%	0.6%
Core Knowledge - Parker	5.3%	0.5%
DCS Montessori School	10.3%	0.6%
Platte River Academy Charter	9.7%	0.0%
Renaissance Charter	12.3%	1.1%

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Table 4 - Charter Schools and Chartering Districts-Student Characteristics, 2001-02 (Cont.)

DISTRICT *Charter School*	*% Racial/Ethnic Minority students (Range)*	*% Students Eligible for Free/Reduced Lunch (Range)*
Durango School District 9-R	*17.0% (Range: 9.8% - 35.6%)*	*22.1% (Range: 9.5% - 4.2%)*
EXCEL School	9.8%	22.0%
Eagle County School District	*40.1% (Range: 5.4% - 62.6%)*	*21.5% (Range: 0.0% - 40.7%*
Eagle County Charter	5.4%	0.0%
East Grand School District 2	*7.2% (Range: 1.4% - 10.3%)*	*9.6% (Range: 1.4% - 22.6%)*
Indian Peaks Charter School	1.4%	1.4%
Elizabeth School District	*8.1% (Range: 6.3% - 12.0%)*	*3.8% (Range: 0.0% - 5.9%)*
Elbert County Charter School	12.0%	4.1%
Greeley School District 6	*47.8% (Range: 4.3% - 96.1%)*	*47.0% (Range: 20.2% - 86.7%)*
Colorado High School	39.4%	48.6%
Frontier Academy	18.4%	20.6%
Union Colony Preparatory Academy	21.4%	13.6%
University Schools	28.7%	10.9%
Gunnison Watershed District	*10.7% (Range: 4.8% - 14.3%)*	*13.7% (Range: 0.0% - 23.4%)*
Marble Charter School	10.5%	0.0%
Harrison School District 2	*61.4% (Range: 15.6% - 87.8%)*	*55.9% (Range: 10.7% - 76.1%)*
James Irwin Charter High School	15.6%	12.4%
Tutmose Academy	87.8%	38.8%
Jefferson County School District	*18.9% (Range: 2.7% - 71.0%)*	*14.8% (Range: 0.0% - 76.1%)*
Center for Discovery Learning	18.7%	28.5%
Collegiate Academy	10.8%	4.7%
Compass Montessori	12.1%	3.9%
Compass Secondary Montessori	15.1%	1.2%
Excel Academy	12.2%	6.5%
Jefferson Academy	9.3%	4.9%
Lincoln Academy	18.1%	2.9%
Montessori Peaks Academy	10.6%	0.3%
Rocky Mountain Academy of Evergreen	5.3%	0.0%
Rocky Mountain Deaf School	23.3%	30.0%
Woodrow Wilson Charter Academy	13.6%	3.0%
Keenseburg School District RE-3J	*27.1% (Range: 3.3% - 41.1%)*	*29.1% (Range: 10.0% - 40.6%)*
Cardinal Community Academy	3.3%	10.0%
Lamar School District	*43.7% (Range: 23.9% - 78.0%)*	*56.2% (Range: 33.7% - 95.4%)*
Alta Vista Charter School	23.9%	33.7%
Lewis Palmer School District	*8.0% (Range: 4.8% - 18.5%)*	*3.5% (Range: 0.0% - 14.7%)*
Monument Charter Academy	18.5%	0.0%
Littleton School District	*12.4% (Range: 5.3% - 52.0%)*	*9.8% (Range: 1.1% - 56.3%)*
Littleton Academy	8.6%	1.1%
Littleton Preparatory Charter School	22.4%	1.7%
Moffat Consolidated No. 2	*18.8% (Range: 18.8% - 19.7%)*	*47.9% (Range: 28.3% - 67.6%)*
Crestone Charter School	18.9%	28.3%
Montezuma Cortez	*37.6% (Range: 12.0% - 47.9%)*	*44.0% (Range: 0.0% - 70.5%)*
Battle Rock Charter School	12.0%	0.0%
Southwest Open Charter High School	52.9%	38.6%
Montrose County School District	*25.6% (Range: 15.8% - 25.6%)*	*37.6% (Range: 0.0% - 72.0%)*
Passage Charter School	56.0%	72.0%
Park County School District	*12.2% (Range: 4.7% - 16.2%)*	*25.3% (Range: 21.7% - 45.7%)*
Guffey Charter School	16.2%	43.2%
Lake George Charter School	15.3%	28.2%
Poudre School District	*18.2% (Range: 0.0% - 72.3%)*	*16.8% (Range: 0.0% - 73.6%)*
Liberty Common School	9.3%	4.9%
Pioneer	8.2%	0.0%
Ridgeview Classical	13.0%	1.7%

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Table 4 - Charter Schools and Chartering Districts-Student Characteristics, 2001-02 (Cont.)

DISTRICT *Charter School*	*% Racial/Ethnic Minority students (Range)*	*% Students Eligible for Free/Reduced Lunch (Range)*
Pueblo School District 60	*59.7% (Range: 38.9% -88.2%)*	*57.5% (Range: 26.8% - 91.6%)*
Cesar Chavez	72.9%	66.6%
Pueblo School Arts-Sciences	47.1%	55.6%
Youth and Family Academy	76.6%	96.4%
Pueblo School District 70	*27.5% (Range: 7.1% - 51.5%)*	*26.6% (Range: 0.0 % - 60.0%)*
Connect Charter School	19.3%	0.7%
Swallows Academy	22.7%	0.0%
Roaring Fork School District	*31.0% (Range: 3.3% - 63.5%)*	*18.2% (Range: 0.0% - 42.8%)*
Carbondale Community School	14.2%	0.0%
Strasburg School District	*8.6% (Range: 0.0% - 10.4%)*	*12.2% (Range: 0.0% - 14.1%)*
Prairie Creeks Charter School	0.0%	0.0%
St. Vrain School District	*27.3% (Range: 3.1% - 84.0%)*	*18.2% (Range: 1.0% - 75.3%)*
Twin Peaks Charter School	14.0%	3.8%
Ute Creek Secondary Academy	22.4%	4.0%
Steamboat Springs School District	*4.2% (Range: 0.0% - 5.1%)*	*4.7% (Range: 20.6% - 76.0%)*
North Routt Charter Academy	0.0%	0.0%
West End School District RE-2	*6.5% (Range: 0.0% - 9.1%)*	*39.2% (Range: 3.2% - 64.1%)*
Paradox Valley Charter School	9.1%	63.6%
West End Learning Center	0.0%	57.9%
Westminster School District 50	*59.5% (Range: 25.4% - 76.4%)*	*39.2% (Range: 3.2% - 64.1%)*
Crown Pointe Academy	34.4%	3.2%
Windsor RE-4	*14.4% (Range: 9.6% - 15.3%)*	*9.0% (Range: 0.0% - 15.8%)*
Windsor Charter Academy	9.6%	0.0%

Data Source: Colorado Department of Education, Fall 2001.

Students with Disabilities

The 86 charter schools operating in 2001-02 served 1,580 students with disabilities. This represents 6.4% of the total enrollment (24,658) of the charter schools. The state average was 9.95%. This percent has remained relatively constant over the past several years. In fall 1997, students with disabilities were 6.0% of the total charter school enrollment.

Building upon efforts begun in 2001, the Colorado Department of Education expanded its special education technical assistance activities to charter schools in 2002. The purpose of the technical assistance activities was to address on-going concerns that charter school developers, boards of directors and administrators may not fully understand the charter schools' obligations under federal and state special education laws. The activities in 2002 included the following:

- The Charter Schools Special Education Advisory Committee met three times during 2002. The Committee's function is advisory in nature. It provides guidance and expertise to CDE regarding technical assistance needs and other issues. The Committee is comprised of CDE personnel, rural and urban charter school administrators and special education directors, a parent of a child with a disability, a parent advocate, and representatives of the Colorado League of Charter Schools, the Charter Friends National Network, higher education and the Office for Civil Rights. In 2002, the Committee addressed a number of issues, including prioritizing the technical assistance needs of charter schools and district special education directors, format and content issues for a charter schools and special education training module, and issues regarding charter cyber schools and special education.

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- During April 2002, all charter school administrators and district special education directors were given the opportunity to participate in regional focus groups in order to identify their needs and priorities for CDE's special education technical assistance activities.

- CDE developed the following technical assistance resources: *Colorado Charter Schools Special Education Guidebook*, *Special Education Guidelines for Negotiating a Charter Contract*, and *Sample Special Education Compliance Plan*. These resources may be accessed through CDE's Charter Schools webpage at http://www.cde.state.co.us/index_charter.htm.

- CDE began developing a special education training module to be used by district special education directors in training charter school developers, boards of education, administrators and staff. The targeted completion date for this training module is June 2003.

PART SIX
CHARTER SCHOOL PERFORMANCE

The Colorado Student Assessment Program (CSAP) is a statewide assessment, aligned with the state model content standards. During the 2001-02 academic year, CSAP tests were administered in reading at grades 3-10, in writing at grades 3-10, in mathematics in grades 5-10 and in science in grade 8.

CSAP reports student performance using four levels:

- Unsatisfactory
- Partially proficient – does not meet the standards
- Proficient - meets the standards
- Advanced - exceeds the standards.

The CSAP results produced for past evaluation studies of Colorado charter schools were reported at the school level. This required schools with fewer than 16 students reporting test scores to be excluded from the analysis for confidentiality reasons. Data for this 2001-02 evaluation study were provided at the student level with any information that potentially identified individual students omitted from the data file. This approach supported a more complete analysis of CSAP results for all Colorado charter schools. However, it eliminated the ability to analyze CSAP data by school. In addition, CSAP results from the 2001-02 school year still cannot be tracked against results from prior years to yield a longitudinal analysis of student performance. These limitations are being addressed by a major expansion in the state's data collection and analysis capacity. As a result, in the next annual study of charter schools, the state's data system will support longitudinal tracking as well as student, school, and district level analyses.

The Colorado Charter Schools Act specifically directs that this report "shall compare the performance of charter school pupils with the performance of ethnically and economically comparable groups of pupils in other public schools who are enrolled in academically comparable courses." To respond to this mandate, the scores of charter school and non-charter school students were "matched" within identified ranges by the characteristics of the schools they attended:

- 0-19.99% minority and 0-19.99% eligible for free/reduced-price lunch;
- 20-39.99% minority and 20-39.99% eligible for free/reduced-price lunch;
- 40-59.9% minority and 44-59.9% eligible for free/reduced-price lunch;
- 60-79.9% minority and 60-79.9% eligible for free/reduced-price lunch; and
- 80-100% minority and 80-100% eligible for free/reduced-price lunch.

While data were reported at the student level, appended to each student record was information about certain characteristics of the school that student attended. Specifically, information about the percentage of students in that school who were racial/ethnic minority and the percentage eligible for free/reduced-price lunch were added to the student file. This merging of school with student information supported an analysis that to some extent tracked the analysis performed in previous annual reports.

It bears repeating in this context that data related to student eligibility for free and reduced-price lunch may have been underreported by charter schools as a cohort group (refer to Part Five).

In order for the differences between the performance of charter school students and non-charter school on the CSAP assessments to be considered statistically significant, the number of cases (either charter or non-charter students) had to be sufficiently high and the pattern of differences sufficiently diverse that the observed values were unlikely to have occurred by chance. In some cases, the observed values were quite different but were based on too few students for the difference to be considered reliable, or statistically significant. In other cases, there were an adequate number of cases to support a comparison, but the difference was not striking enough to be found statistically significant. The approach applied to declaring differences for purposes of this report was conservative, using an association at $p<.01$. In sum, only differences based on sufficient numbers with sufficiently striking patterns were declared significant.

Statistically significant performance differences are noted with an asterisk (*) in the following tables. The same performance difference (e.g. fifteen percentage points) can be statistically significant in one comparison (where the sample size is large and the distribution predictable) but not statistically significant in a different comparison (where the sample size is small and the distribution is less predictable).

While noting performance differences between charter school students and non-charter charter schools, this report does not attribute such differences to the distinctive educational programs offered by charter schools and non-charter schools. Disparities in student performance may reflect other differences among charter school and non-charter school students.

CSAP Reading Assessment

There were 13,883 students from charter schools reporting CSAP reading scores for the 2001-02 school year, compared to 431,407 students in non-charter schools. A comparison of the two cohorts (charter school students and non-charter school students) showed that:

- Average district size for charter schools was larger at each grade level than average district size for non-charter schools.
- Total school enrollment was higher for charter school students than for non-charter school students at grades 3, 4, and 5, and lower for grades 6-10.
- Charter school students had spent more time over the course of their academic careers in the district than non-charter school students at grade levels 3-8 while the reverse was true for grades 9 and 10.
- Charter school students had been in their current school longer than non-charter school students at grade levels 3-7 and 9 while the reverse was true for grades 8 and 10.
- The percent of students eligible for free/reduced lunch and the percent of minority students was lower for students in charter schools than for students in non-charter schools at grades 3-8 but not grades 9 and 10.
- There was little difference in the percentages of boys and girls for charter versus non-charter schools at any grade.
- In grades 3-8, there were fewer Hispanic students and more White students in charter schools than expected based on the non-charter school enrollments. For grades 9 and 10, charter school ethnic enrollment mirrored non-charter school ethnic enrollment.

Table 5 shows the percent of charter school and non-charter school students scoring at the proficient and advanced level in each grade. N represents the number of students that reported scores. Charter school students scored better than non-charter school students in reading in grades 3-8 while non-charter school students performed better in grades 9 and 10. **The readers should note that the groups being compared (charter students and non-charter students) in Table 5 overall serve different populations.**

Table 5: Charter and Non-Charter Students at Proficient Level or Above in Reading, 2001-02

Grade	Charter % Proficient or Above	Non-Charter % Proficient or Above
3	78.6% (n=2139)*	72.5% (n=51,450)
4	70.4% (n=2120)*	62.0% (n=53,321)
5	72.3% (n=1978)*	64.5% (n=54.334)
6	78.1% (n=2127)*	67.4% (n=53,411)
7	70.7% (n=1912)*	61.6% (n=52,359)
8	74.4% (n=1694)*	67.4% (n=51,621)
9	63.6% (n=888)	70.1% (n=51,936)*
10	64.9% (n=775)	68.0% (n=48,187)*

*Association between type of school and % significant at p<.01

Tables 6 through 10 display the percent of charter school and non-charter school students scoring at the proficient level or above for each of the five matched comparison bands. As shown in Table 6, in the band with the lowest percentage of students who were eligible for free/reduced-price lunch and who were racial/ethnic minority, charter school students did as well as non-charter school students on the CSAP reading assessment in grades 3-5, better in grades 6-8, and less well in grades 9 and 10.

Table 6: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Reading, Matched by 0-19.99% Non-White Enrollment and 0-19.99% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	87.1% (n=1112)	85.9% (n=15,334)
4	82.7% (n=1132)	79.9% (n=16,142)
5	84.7% (n=1008)	82.0%(n=16,405)
6	88.0% (n=1,157)*	83.3%(n=17,149)
7	82.5%(n=995)*	77.5%(n=17,867)
8	85.8%(n=919)*	81.8%(n=17,424)
9	78.6%(n=369)	81.7(n=22,992)*
10	74.2%(n=377)	78.2%(n=22,003)*

*Association between type of school and % significant at p<.01

As shown in Table 7, in the band with 20-39.9 % free/reduced-price lunch eligibility and 20-39.9% minority, the differences in performance between charter and non-charter school students were not significant at any grade. The reader should remember that a statistically significant performance difference is a function of both the sample size (n) and the distribution of scores within each comparison group. This means that the same performance difference (e.g. fifteen percentage points) can be statistically significant in one comparison (where the sample size is large and the distribution predictable) but not statistically significant in a different comparison (where the sample size is small and the distribution is less predictable).

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Table 7: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Reading, Matched by 20-39.99% Non-White Enrollment and 20-39.99% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	60.9% (n=23)	74.0% (n=5936)
4	61.5% (n=26)	63.8% (n=6042)
5	41.3% (n=29)	67.2%(n=5993)
6	60.0% (n=30)	65.9%(n=5631)
7	45.5%(n=22)	55.8%(n=5786)
8	45.5%(n=22)	64.9%(n=5654)
9	62.5%(n=16)	63.8%(n=4079)
10	50.0%(n=38)	63.4%(n=3630)

As shown in Table 8, in the band with 40-59.9 % free/reduced-price lunch eligibility and 40-59.9% minority, charter school and non-charter school students performed comparably on the CSAP reading assessment at all grades except grade 7, where charter school students performed better than non-charter school students. At grades 9 and 10, the number of charter school students was too small to support a comparison with non-charter school students.

Table 8: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Reading, Matched by 40-59.9% Non-White Enrollment and 40-59.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	73.2% (n=41)	64.8% (n=3429)
4	58.9% (n=39)	49.9% (n=3531)
5	54.3% (n=35)	53.7%(n=3754)
6	64.9% (n=37)	53.6%(n=3925)
7	77.8%(n=36)*	43.0%(n=3761)
8	63.6%(n=33)	52.3%(n=3684)
9	(n=4)	60.7(n=858)
10	(n=7)	55.8%(n=832)

*Association between type of school and % significant at p<.01

As shown in Table 9, in the band with 60-79.9% free/reduced-price lunch eligibility and 60-79.9% minority, charter school students did better on the CSAP reading assessment than non-charter school students in grades 3, 4, and 6 and comparably in the remaining grades. There were too few charter school students to make a comparison meaningful for grades 9 and 10.

Table 9: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Reading, Matched by 60-79.9% Non-White Enrollment and 60-79.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	84.9% (n=33)*	57.0% (n=2799)
4	74.2% (n=31)*	41.5% (n=2696)
5	64.2% (n=28)	45.7%(n=2556)
6	64.9% (n=54)*	46.5%(n=2597)
7	53.3%(n=30)	44.0%(n=2513)
8	65.5%(n=29)	50.1%(n=2422)
9	(n=3)	48.3(n=89)
10	(n=4)	41.1%(n=78)

*Association between type of school and % significant at p<.01

In the band with the highest percent free/reduced-price lunch eligibility (80-100%) and the highest percent minority (80-100%), charter school students performed less well than non-charter school students on the CSAP reading assessment in grade 8, and comparably in the remaining grades. There were too few charter school students to make a comparison meaningful for grades 6 and 10. Relevant data are presented in Table 10.

Table 10: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Reading, Matched by 80-100% Non-White Enrollment and 80-100% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	31.0% (n=42)	36.7% (n=2539)
4	10.7% (n=28)	21.1% (n=2690)
5	10.5% (n=38)	26.2%(n=2743)
6	(n=0)	27.7%(n=2364)
7	6.7%(n=15)	24.80%(n=2185)
8	10.0%(n=20)	32.3%(n=2081)*
9	11.1%(n=36)	25.6%(n=320)
10	(n=7)	22.2%(n=266)

*Association between type of school and % significant at p<.01

CSAP Writing Assessment

There were 13,889 students reporting CSAP writing scores in charter schools and 433,170 students in non-charter schools. A comparison of the two cohorts (charter school students and non-charter school students) showed that:

- Average district size for charter school students was larger at each grade level than average district size for non-charter school students.
- Total school enrollment was higher for charter school students than for non-charter school students at grades 3, 4, and 5 and lower for grades 6-10.
- Charter school students had spent more time in the district over the course of their academic careers than non-charter school students at all grade levels except for grade 8.
- Charter school students had spent more time in their current school at all grade levels except for grade 8 and 10.
- The percent of students eligible for free/reduced lunch and the percent minority was lower for students in charter schools than for students in non-charter schools at grades 3-8 but not in grades 9 and 10.
- For grades 3-8, there were fewer Hispanic students and more white students in charter schools than expected based on the non-charter school enrollments.
- For grades 9 and 10, charter school ethnic enrollment mirrored non-charter school ethnic enrollment.
- There was little difference in the percentages of boys and girls for charter versus non-charter schools at any grade.

Table 11 shows the percent of charter school and non-charter school students scoring at the proficient and advanced level in each grade. N represents the number of students that reported scores. In writing, charter school students scored better than non-charter school students in grades 3-8. In grades 9-10, non-charter school students scored better. **The readers should note that the groups being compared (charter students and non-charter students) in Table 11 overall serve different populations.**

Table 11: Percent of Charter and Non-Charter Students at Proficient Level or Above in Writing, 2001-02

Grade	Charter % Proficient or Above	Non-Charter % Proficient or Above
3	61.7% (n=2141)*	51.7% (n=52,313)
4	58.4% (n=2120)*	50.8% (n=53,360)
5	61.1% (n=1975)*	51.7% (n=54.416)
6	62.5% (n=2124)*	51.5% (n=53,478)
7	60.6% (n=1902)*	52.0% (n=52,385)
8	59.2% (n=1695)*	52.1% (n=51,673)
9	45.3% (n=891)	52.0% (n=51,986)*
10	48.2% (n=789)	52.8% (n=48,956)*

*Association between type of school and % significant at p<.01

Tables 12-16 show the results of the matched comparisons. Table 12 shows the band with the lowest percentage of students who were eligible for free/reduced-price lunch (0-19.99%) and the lowest percentage of racial/ethnic minority students (0-19.99%). In this matched band, charter school students performed better on the CSAP writing assessment than non-charter school students in grades 5-8. The association was not significant for the remaining grades.

Table 12: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Writing, Matched by 0-19.99% Non-White Enrollment and 0-19.99% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	72.3% (n=1111)	69.59% (n=15,633)
4	71.2% (n=1131)	68.2% (n=16,437)
5	76.5% (n=1001)*	71.3%(n=16,697)
6	75.0% (n=1,154)*	69.7%(n=17,780)
7	74.3%(n=988)*	68.2%(n=18,508)
8	73.1%(n=910)*	67.7%(n=18,109)
9	58.6%(n=372)	65.0%(n=23,000)
10	60.1%(n=376)	63.9%(n=22,015)

*Association between type of school and % significant at p<.01

As shown in Table 13 below, in the band with 20-39.9% free/reduced-price lunch eligibility and 20-39.9% minority, the association between the type of school and the percent proficient was not significant on the CSAP writing assessment, except at 10th grade. In 10th grade, non-charter students performed better than charter school students did.

Table 13: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Writing, Matched by 20-39.9% Non-White Enrollment and 20-39.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	50.0% (n=24)	52.4% (n=5901)
4	50.0% (n=26)	51.8% (n=5945)
5	30.0% (n=30)	52.6%(n=5901)
6	43.3% (n=30)	48.3%(n=5820)
7	27.3%(n=22)	47.8%(n=5975)
8	36.4%(n=22)	48.4%(n=5620)
9	25.0%(n=16)	41.1%(n=4050)
10	21.1%(n=38)	46.2%(n=3558)*

*Association between type of school and % significant at p<.01

In the band with 40-59.9% free/reduced-price lunch eligibility and 40-59.9% racial/ethnic minority, Table 14, there was no significant association between performance and type of school at any grade. At grades 9 and 10, the number of charter school students was too small to support a comparison with non-charter school students.

Table 14: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Writing, Matched by 40-59.9% Non-White Enrollment and 40-59.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	52.5% (n=40)	43.1% (n=3694)
4	47.5% (n=40)	39.7% (n=3715)
5	42.9% (n=35)	40.7%(n=3938)
6	40.5% (n=37)	36.5%(n=3952)
7	50.0%(n=34)	33.0%(n=3781)
8	41.7%(n=36)	37.4%(n=3701)
9	(n=4)	38.0%(n=1146)
10	(n=11)	37.2%(n=1090)

As shown in Table 15, in the band with 60-79.9% free/reduced-price lunch eligibility and 60-79.9% minority, charter school students in grades 3 and 4 performed better than non-charter schools students on the CSAP writing assessment, and comparably in the remaining grades. In grades 9 and 10, there were too few charter school students to make a comparison meaningful.

Table 15: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Writing, Matched by 60-79.9% Non-White Enrollment and 60-79.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	78.8% (n=33)*	34.3% (n=2684)
4	64.5% (n=31)*	31.0% (n=2535)
5	53.6% (n=28)	29.7%(n=2403)
6	43.6% (n=55)	30.7%(n=2600)
7	38.7%(n=31)	35.6%(n=2507)
8	50.0%(n=30)	36.2%(n=2408)
9	(n=3)	22.5%(n=89)
10	(n=4)	38.2%(n=76)

*Association between type of school and % significant at p<.01

In the band with the highest percent free/reduced-price lunch eligibility (80-100%) and the highest percent minority (80-100%), non-charter school students performed better on the CSAP writing assessment than charter school students in grades 8 and 9. The association was not significant for the remaining grades. In grades 6 and 10, there were too few charter school students to make a comparison meaningful.

Table 16: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Writing, Matched by 80-100% Non-White Enrollment and 80-100% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
3	16.3% (n=43)	17.4% (n=2834)
4	7.1% (n=28)	16.0% (n=2696)
5	10.3% (n=39)	16.8%(n=2749)
6	(n=0)	17.8%(n=2366)
7	6.7%(n=15)	17.3%(n=2182)
8	5.0%(n=20)	21.2%(n=2077)*
9	2.9%(n=35)	12.8%(n=320)*
10	(n=7)	11.4%(n=264)

*Association between type of school and % significant at p<.01

CSAP Mathematics Assessment

During the 2001-02 school year, 9,579 charter school students reported CSAP mathematics scores as did 325,132 students in non-charter schools. A comparison of the two cohorts (charter school students and non-charter school students) showed that:

- Average district size for charter school students was larger at each grade level than average district size for non-charter school students.
- Total school enrollment was higher for charter school students than for non-charter school students at grade 5 and lower for grades 6-10.
- Charter school students had spent more time in the district than non-charter school students at all grade levels except for grades 9 and 10; charter school students had spent more time in their current school at all grade levels except for grades 8 and 10.
- The percent of students eligible for free/reduced lunch and the percent minority was lower for students in charter schools than for students in non-charter schools at grades 5-8 but not in grades 9 and 10.
- For grades 5-8, there were fewer Hispanic students and more White students in charter schools than expected based on the non-charter school enrollments.
- For grades 9 and 10, charter school ethnic enrollment mirrored non-charter school ethnic enrollment.
- There was little difference in the percentages of boys and girls for charter versus non-charter schools at any grade.

Table 17 shows the percent of charter school and non-charter school students scoring at the proficient and advanced level in each grade. N represents the number of students that reported scores. A greater percentage of charter school students than non-charter school students scored at the proficient level or above on the CSAP mathematics assessment in grades 3-8. In grades 9-10, non-charter school students scored better than charter school students did. **The readers should note that the groups being compared (charter students and non-charter students) in Table 17 overall serve different populations.**

Table 17: Percent of Charter and Non-Charter Students Proficient or Above in Mathematics, 2001-02

Grade	Charter % Proficient or Above	Non-Charter % Proficient or Above
5	63.7% (n=1978)*	55.7% (n=54,621)
6	62.9% (n=2130)*	52.5% (n=53,540)
7	49.7% (n=1908)*	40.1% (n=52,449)
8	49.0%(n=1702)*	40.5% (n=51,544)
9	25.4% (n=886)	33.1% (n=52,106)*
10	20.6% (n=786)	28.4% (n=48,275)*

*Association between type of school and % significant at p<.01

Tables 18-22 show the results of the matched comparisons. Table 18 shows the band with the lowest percentage of students who were eligible for free/reduced-price lunch (0-19.99%) and the lowest percentage of racial/ethnic minority students (0-19.99%). In this band, charter school students performed better on the CSAP mathematics assessment than non-charter school students in grades 6-8. Non-charter school students performed better in grades 9 and 10. The association was not significant for grade 5.

Table 18: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Mathematics, Matched by 0-19.99% Non-White Enrollment and 0-19.99% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
5	76.6% (n=1010)	74.7%(n=16,716)
6	76.3% (n=1,160)*	71.2%(n=17,779)
7	63.0%(n=996)*	57.6%(n=18,517)
8	63.5%(n=921)*	57.5%(n=18,127)
9	34.1%(n=367)	45.1%(n=23,067)*
10	31.4%(n=376)	37.9%(n=22,042)*

*Association between type of school and % significant at p<.01

As shown in Table 19 below, in the band with 20-39.9% free/reduced-price lunch eligibility and 20-39.9% minority, non-charter school students performed better on the CSAP mathematics assessment than charter school students in grades 8-10. The association was not significant for the remaining grades. It bears repeating that a statistically significant performance difference is a function of both the sample size (n) and the distribution of scores within each comparison group. Therefore, a performance difference (e.g. fifteen percentage points) can be statistically significant in one comparison (where the sample size is large and the distribution predictable) but not statistically significant in another comparison (where the sample size is small and the distribution is less predictable).

Table 19: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Mathematics, Matched by 20-39.9% Non-White Enrollment and 20-39.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
5	40.0% (n=30)	56.6%(n=5913)
6	35.5% (n=31)	47.6%(n=5897)
7	22.7%(n=22)	34.9%(n=6018)
8	14.3%(n=21)	39.0%(n=5640)*
9	0.0%(n=15)	25.0%(n=4061)*
10	2.4%(n=41)	22.9%(n=3560)*

*Association between type of school and % significant at p<.01

In the band with 40-59.9 % free/reduced-price lunch eligibility and 40-59.9% minority, charter school and non-charter school students performed comparably on the CSAP mathematics assessment in grades 5-8. At grade 10, non-charter school students performed better than charter school students did. There were too few charter school students to make a comparison meaningful for grade 9.

Table 20: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Mathematics, Matched by 40-59.9% Non-White Enrollment and 40-59.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
5	54.3% (n=35)	44.7% (n=3930)
6	48.6% (n=37)	38.0% (n=3955)
7	32.4% (n=34)	23.5%(n=3808)
8	18.9%(n=37)	24.3%(n=3705)
9	(n=5)	20.9%(n=1144)
10	0.0%(n=16)	16.3%(n=1084)*

*Association between type of school and % significant at p<.01

As shown in Table 21, in the band with 60-79.9% free/reduced-price lunch eligibility and 60-79.9% minority, charter school students and non-charter school students performed comparably in grades 5-8. There were too few charter school students to make a comparison meaningful for grades 9 and 10.

Table 21: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Mathematics, Matched by 60-79.9% Non-White Enrollment and 60-79.9% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
5	57.1% (n=28)	33.3%(n=2407)
6	40.0% (n=55)	30.8%(n=2601)
7	34.4%(n=32)	20.4%(n=2527)
8	25.8%(n=31)	21.72%(n=2418)
9	(n=3)	8.8%(n=91)
10	(n=4)	10.0%(n=80)

*Association between type of school and % significant at p<.01

In the band with the highest percent free/reduced-price lunch eligibility (80-100%) and the highest percent minority (80-100%), non-charter school students performed better on the CSAP mathematics assessment than charter school students in grades 8 and 9. The association was not significant in grades 5 or 7. There were too few charter school students to make a comparison meaningful in grades 6, 7 and 10.

Table 22: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in Mathematics, Matched by 80-100% Non-White Enrollment and 80-100% Eligibility for Free/Reduced-Price Lunch, 2001-02

Grade	Charter % Proficient or Above	Non-charter % Proficient or Above
5	10.5% (n=38)	20.5%(n=2812)
6	(n=0)	15.1%(n=2369)
7	(n=13)	8.0%(n=2181)
8	0.0%(n=18)	7.3%(n=2075)*
9	0.0%(n=35)	3.7%(n=321)*
10	(n=6)	1.9%(n=261)

*Association between type of school and % significant at p<.01

CSAP Science Assessment

There were 1,730 students reporting 2001-02 CSAP science scores in charter schools and 53,589 students in non-charter schools. A comparison of the two cohorts showed that:

- Average district size for charter school students was larger than average district size for non-charter school students.
- K-12 school enrollment was lower for charter school students.
- Charter school students had spent more time in the district than non-charter school students; charter school students had spent more time in their current school.
- The percent of students eligible for free/reduced lunch and the percent minority was lower for students in charter schools than for students in non-charter schools.
- There were fewer Hispanic students and more white students in charter schools than expected based on the non-charter school enrollments.
- There was little difference in the percentages of boys and girls for charter versus non-charter schools.

Table 23 shows the percent of charter school and non-charter school students scoring at the proficient and advanced level at 8th grade, the only grade in which the CSAP science assessment was administered. N represents the number of students that reported scores. A greater percentage of charter school students than non-charter school students scored at the proficient level or above on the CSAP science assessment. **The readers should note that the groups being compared (charter students and non-charter stude nts) in Table 23 overall serve different populations .**

Table 23: Percent of Charter and Non-Charter Students at Proficient Level or Above in Science, 2001-02

Grade	Charter % Proficient or Above	Non-Charter % Proficient or Above
8	58.1%(n=1699)*	51.7% (n=51,489)

*Association between type of school and % significant at p<.01

Table 24 shows the results of the matched comparisons. In 8th grade science, the association between performance and type of school was not significant for any of the matched bands. This means that the differences observed were not sufficiently large to say that either charter or non-charter school students performed better on the CSAP science assessment.

Table 24: Percent Charter and Non-Charter Students Scoring at Proficient Level or Above in 8th Grade Science, Shown by "Matched" Bands

Bands: % Students Eligible for Free/Reduced Price Lunch and % Racial/Ethnic Minority Students	Charter % Proficient or Above	Non-charter % Proficient or Above
0-19.99%	71.4% (n=920)	68.2%(n=18,117)
20-39.99%	31.8% (n=22)	49.5%(n=5638)
40-59.99%	42.4%(n=33)	38.0%(n=3682)
60-79.99%	41.9%(n=31)	32.0%(n=2406)
80-100%	11.1%(n=18)	13.9%(n=2065)

School Accountability Reports

The 2002 Colorado School Accountability Reports rated the academic performance of public schools based on their Overall Standardized Weighted Total Score. The Overall Standardized Weighted Score is an average of the individual Area Standardized Scores for CSAP reading, CSAP mathematics, and CSAP writing. In high schools, scores for ACT reading, ACT writing and ACT mathematics also were included in the average. CDE statistically combined the percentages of students achieving various levels of proficiency at each grade level to calculate a score for each academic assessment.

Schools that served multiple grade levels (elementary, middle and high) received separate accountability reports for each grade level. Separating out these grade levels allowed CDE to compare the academic performance of schools to schools of the same level. In other words, elementary schools were compared to other elementary schools, middle schools to other middle schools, and high schools to other high schools. As a result, a charter school with a K-12 program would have published three separate SARs, one for elementary school (1-6), one for middle schools (grades 7-8) and one for high school (grades 9-12).

The school accountability reporting process applies five ratings of overall academic performance: Excellent, High, Average, Low and Unsatisfactory. For the baseline year (2000-01), the percent of schools at each rating was pre-set by the state based on a curve rather than a straight standard. These preset percents for the ratings reflected logical cut-off points within the standardized normal distribution: 8% Excellent rating, 25% High rating, 40% Average rating, 25% Low rating and 2% Unsatisfactory rating. In 2001 (the baseline year) CDE did not rate a small number of public schools, including some charter schools. Against the baseline ratings of overall academic performance established in the 2001 SARs, the 2002 SARs recognized the change in schools' performance – improvement or decline – from the previous year.

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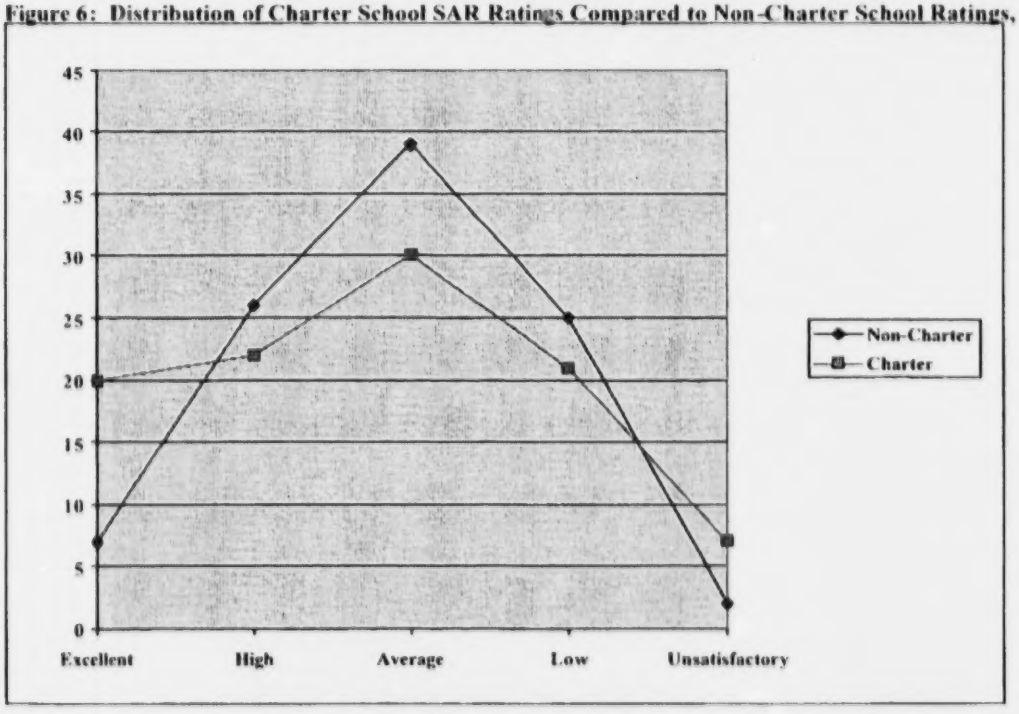
The 86 charter schools that were operating in 2001-02 issued 150 SARs, reflecting the fact that many charter schools served students at more than one grade level (elementary, middle, high). Two charter schools, Passage Charter School and Rocky Mountain School for the Deaf, did not publish School Accountability Reports. Of the 150 charter schools that issued SARs in the fall 2002:

- 20% (30 schools) received an "Excellent" rating;
- 22% (33 schools) received a "High" rating;
- 30% (46 schools) received an "Average" rating;
- 21% (31 schools) received a "Low" rating; and
- 7% (10 schools) received an "Unsatisfactory" rating.

Figure 7 compares the distribution of charter school SAR ratings to the distribution of SAR ratings of all non-charter public schools in the state. The charter schools had a much higher percentage of schools that received an "Excellent" rating in 2002 (20% compared to 7% for non-charter schools), but also had a higher percentage of schools that received an "Unsatisfactory" rating (7% compared to 2%).

The ten "Unsatisfactory" ratings were received by eight charter schools (two schools received two SARs). Two of these eight schools -- Boulder Preparatory Academy and Prairie Creeks Charter School – were expressly created as intervention schools to serve specific high-risk populations. Five of the eight charter schools that received an "Unsatisfactory" rating --Colorado Charter High School (two SARs), Community Challenge Charter School, Sojourner Charter School, Southwest Open High School, and Youth and Family Academy (two SARs) – were created to offer alternative educational programs targeted to students who had not been successful in more traditional public schools. The eighth school that received an "Unsatisfactory" rating was Pioneer Charter School in Denver.

Figure 6: Distribution of Charter School SAR Ratings Compared to Non-Charter School Ratings, 2001-02



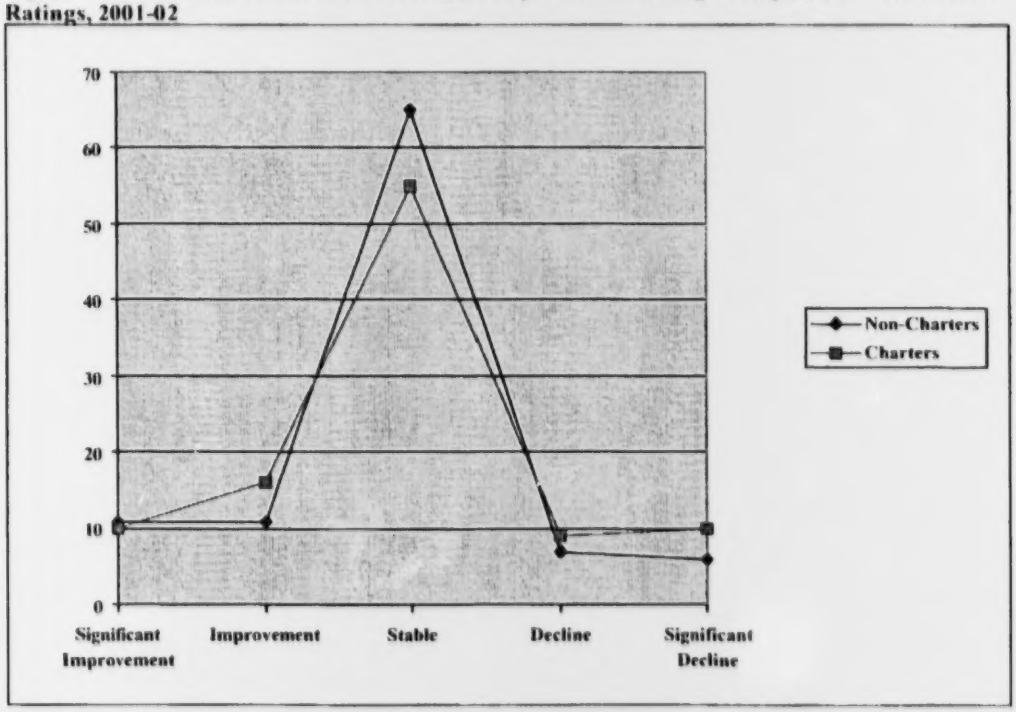
SAR CHANGES

Of the 150 charter schools that received SAR ratings for the 2001-02 school year, 34 did not receive a rating in the prior (2000-01) year, either because the school was not operating or because the school's 2001 SAR did not include a rating. Of the 116 charter schools that received SAR ratings in both 2001 (covering the 2000-01 school year) and 2002 (covering the 2001-02 school year):

- 10% (12 schools) showed significant improvement over the period;
- 16% (18 schools) showed improvement over the period;
- 55% (64 schools) showed stable performance over the period;
- 9% (10 schools) showed a decline in performance over the period;
- 10% (12 schools) showed a significant decline in performance over the period.

Figure 8 shows the distribution of SAR improvement ratings for charter schools and non-charter schools in 2001-02. Eighty-one percent of charter schools showed stable or improved performance from the 2001 SAR to the 2002 SAR, compared to 87% of non-charter public schools.

Figure 7: Distribution of Charter School SAR Improvement Ratings Compared to Non-Charter School Ratings, 2001-02



PART SEVEN
COLORADO CHARTER SCHOOL TEACHERS AND ADMINISTRATORS

Charter School Teacher Salaries

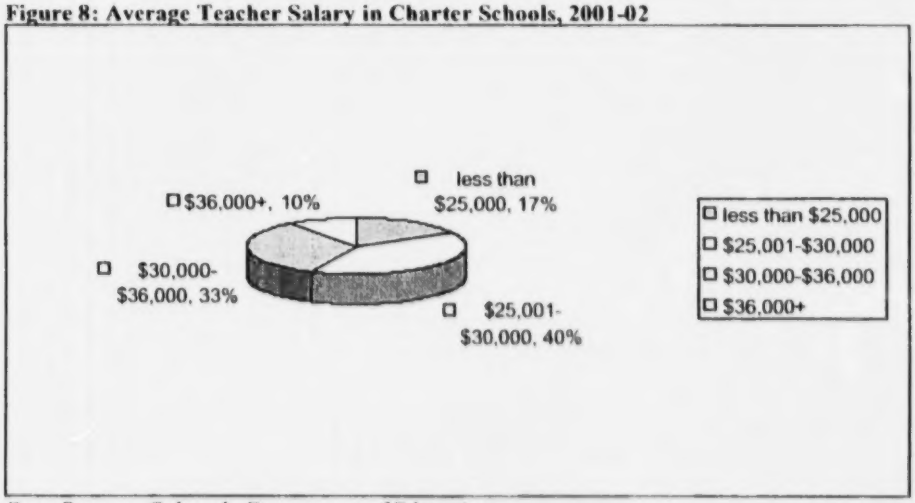
Data related to the average salary of teachers was available for 82 of the 86 charter schools that operated during the 2001-02 school year. The average teacher salary of the charter schools was $29,601. The average teacher salary in individual charter schools ranged from $18,228 to $42,686. The median salary was $29,103.

The average teacher salary in charter schools in 2001-02 was 30% less than the state average salary of $40,659. This salary gap has grown slightly since 1997. In that year, the average salary for teachers in charter schools ($26,802) was about 28% less than the average teacher salary in the state of Colorado ($37,240).

Of the 82 charter schools for which teacher salary data were available:

- 17% (14 schools) had average teacher salaries of under $25,000,
- 40% (33 schools) had average teacher salaries of between $25,001 and $30,000,
- 33% (27 schools) had average teacher salaries of between 30,001 and $36,000, and
- 10% (8 schools) had average teacher salaries of over $36,000.

Figure 8: Average Teacher Salary in Charter Schools, 2001-02



Data Source: Colorado Department of Education

Charter School Teacher Experience

Of the 86 charter schools operating in 2001-02, data related to the average number of years of experience of teachers were available for 84.

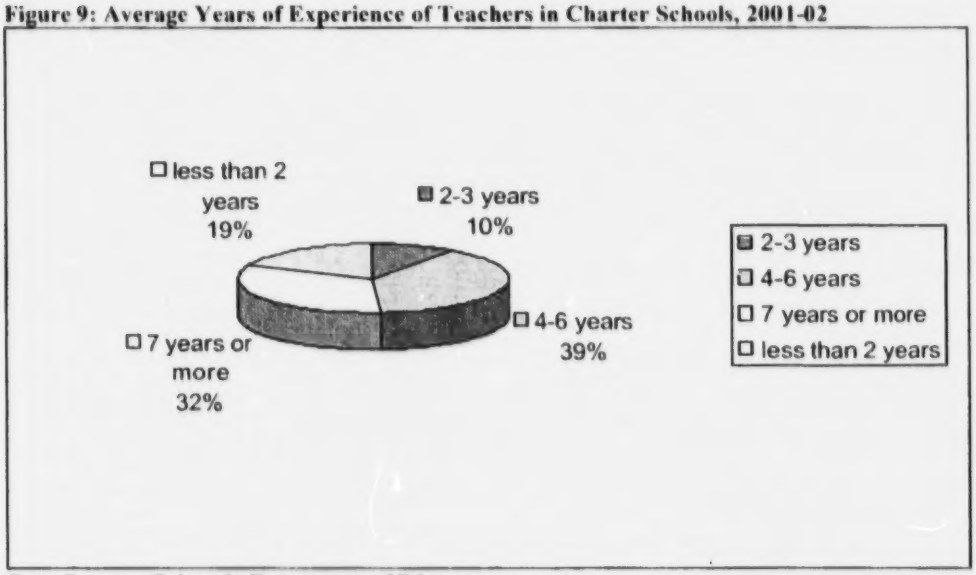
The average experience of teachers in Colorado charter schools was 5.2 years. The average experience ranged among individual charter schools from one year to 17 years. The median experience of teachers in Colorado charter schools was 5.0 years.

The average teaching experience of all public classroom teachers in Colorado in fall of 2001 was 11.0 years. The average experience of teachers of the authorizing districts of the charter schools was 10.8. The average years of teaching experience of Colorado charter school teachers has stayed relatively constant over time. In 1997, charter school teachers, on average, had 5.7 years of teaching experience.

Of the 84 charter schools that reported data on teacher experience,

- 19% (16 schools) had a teaching staff with an average of less than two years experience;
- 10% (8 schools) had a teaching staff with an average of two to three years experience;
- 39% (33 schools) had a teaching staff with an average of four to six years of experience.
- 32% (27 schools) had a teaching staff with an average of seven or more years of teaching experience.

Figure 9: Average Years of Experience of Teachers in Charter Schools, 2001-02



Data Source: Colorado Department of Education

Educational Background of Charter School Teachers

Of the 86 charter schools that operated in 2001-02, 84 schools provided data about the educational background of their teachers. These 84 schools employed a total of 1,551(headcount) teachers, of which 413 teachers (26.6%) held a Master's Degree or higher post-secondary degree. This percentage has remained relatively constant over the past five years. The percentage of teachers that held a Masters Degree or higher ranged in individual Colorado charter schools from 0.0% to 100.0%. Statewide, 42.8% of public school teachers held a Masters Degree or higher post-secondary degree.

Tenure in Charter Schools

Data on the number of teachers employed by charter schools with tenure and without tenure were available for 82 of the 86 charter schools that operated during the 2001-02 school year. In these 82 charter schools, 1,369 (88%) of the teachers employed did not have tenure and 178 (12%) did have tenure. The percentage of teachers with tenure increased from 9% in 2001, the first year for which these data were available.

Many charter schools sought and received a waiver from the state's Teacher Employment, Compensation and Dismissal Act (Colo. Rev. Stat. 22-53-201 et seq.), which governs the granting of tenure in public schools. Refer to Part 10 of this report for the relevant discussion.

Number of Professional Development Days

Data on the number of professional development days provided by charter schools to their teachers during the 2001-02 school year were available for 84 of the 86 charter schools that operated during that period. The professional development days ranged from a low of 0 days to a high of 25 days. The average number of professional development days was 7.3 and the median number of days was 6.0. These numbers did not change substantially from last year (fall 2000), the first year in which these data were available.

As a point of comparison, the authorizing districts offered an average of 5.5 professional development days and a median number of 6.0 days.

Percent Teachers' Days Absent from School

Data related to the average percentage of days charter school teachers were absent during the 2001-02 school year were available for 84 of the 86 charter schools that operated during that period. The average percentage of days absent ranged in individual charter schools from a low of 0% to a high of 10.5%. The average percentage of days absent for all charter schools that operated in 2001-02 was 2.9% and the median was 2.7%. As a point of comparison, the average percentage of days teachers were absent in the cohort of authorizing districts was 4.8% and the median was 5%.

Charter School Administrator Salaries

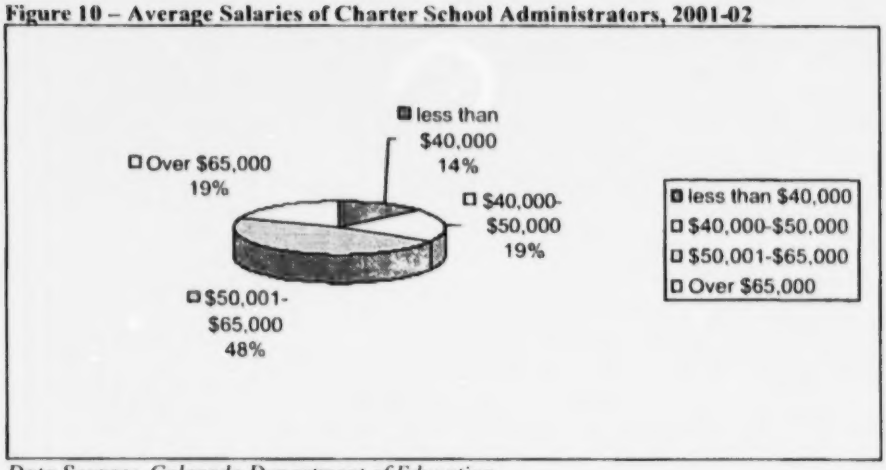
Of the 86 charter schools that operated in 2001-02, data about administrator salaries were available for 78 schools. The average salary of charter school administrators in 2001-02 was $55,051. The median salary was $55,014. The average administrator salary in charter schools ranged from $27,231 to $93,855.

The average salary of Colorado public school principals in Colorado in 2001-02 was $69,605, about 20% higher than the average salary of charter school principals. This salary gap has stayed relatively constant since 1999, the first year these data were reported.

Of the 78 schools for which data were available:

- 14% (11 schools) had average administrator salaries of less than $40,000,
- 19% (15 schools) had average administrator salaries of $40,000 - $50,000,
- 48% (37 schools) had average administrator salaries of $50,001 - $65,000, and
- 19% (15 schools) had salaries of over $65,000.

Figure 10 – Average Salaries of Charter School Administrators, 2001-02



Data Source: Colorado Department of Education

Charter School Administrator Experience

Of the 86 charter schools that operated in 2001-02, 82 schools reported data related to the experience of their administrators. The average experience of charter school principals in their own school was 1.6 years. The range was 0 to 11 years. The median was one year. The average experience of charter school principals in any school was 3.5 years. The range was 0 to 31 years. The median experience was 2.0 years. In the fall of 2001, the experience of the average Colorado public school administrator in any school was 12.1 years.

Charter School Administrator Education

Of the 86 charter schools that operated in 2001-02, 84 schools reported data related to the education of their administrators. As a cohort, these 84 charter schools reported 133 administrators (headcount), of which 79 or 59.4% held a Master's Degree or higher post-secondary degree. The state average was 83.5%

PART EIGHT
ADMINISTRATION OF COLORADO CHARTER SCHOOLS

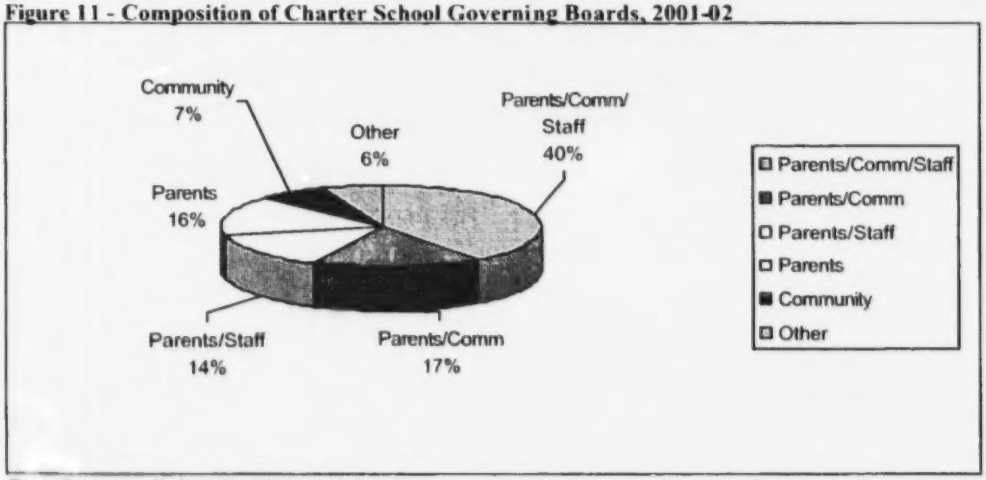
Governing Board Composition

The Colorado charter schools in this report were required to propose a governance structure in their charter applications. The chartering district approved this structure, either as submitted or as modified through negotiations, in the charter school contract. These charter school governing bodies had authority over curriculum, personnel, budget and other aspects of the school, under the terms and conditions of the charter contract with the chartering district. Almost all charter schools in the report employed an administrator (sometimes called a dean, educational director, or a lead teacher instead of a principal) who was responsible for making day-to-day operational decisions.

All 86 of the charter schools operating in 2001-02 provided information about the composition of their governing boards during that year. Of these schools:

- 40% (34 schools) had a governing board comprised of parents, school staff (teachers and administrators, or teachers or administrators) and community members;
- 17% (15 schools) had a board comprised of parents and community members;
- 16% (14 schools) had a board comprised of parents only;
- 14% (12 schools) had a board comprised of parents and school staff (teachers and administrators or teachers or administrators);
- 7% (6 schools) had a board comprised of community members only;
- 2.5% (2 schools) had a governing board comprised of parents, school staff (teachers and administrators, or teachers or administrators), community members and students;
- 2.5% (2 schools) had a governing board comprised of administrators or administrators and teachers; and
- 1.0% (1 school) had a governing board comprised of community members and school staff.

Figure 11 - Composition of Charter School Governing Boards, 2001-02



Data Source: Colorado Charter Schools

Board Policy Manual

The charter school questionnaire asked schools to indicate whether they maintained a book or manual of board-approved policies that was separate from the employee handbook, the parent/student handbook and the original charter application.

Eighty-four of the charter schools operating in 2001-02 provided information related to this issue. Of that total, 57 schools (68%) maintained such policy manuals. The schools that maintained a book of board policies made this book available to parents and other members of the public in the following ways:

- 53 schools (93%) kept a master copy of the policies in the office for review;
- 35 schools (61%) provided copies of board policies to the public upon request, free of charge;
- 10 schools (18%) provided copies of board policies to the public upon request, for a copying fee; and
- 6 of the schools (11%) made board policies available on the school website.

Research and best practice in public school governance suggest that formal policy manuals can be useful in helping schools define and follow consistent practices in areas such as student conduct, personnel, and board procedures. Formal board policies facilitate risk management and promote consistency of mission over time. Ideally, board policies should be easily accessible to the public and available without charge. Accordingly, the findings in this section warrant follow-up by the Charter Schools Unit at CDE to gather more information about relevant charter school practices and to offer technical assistance as needed.

Eighty-four of the charter schools operating in 2001-02 responded to a question that asked whether the school has adopted a documented goal for making Adequate Yearly Progress under the provisions of the *No Child Left Behind Act*, which stipulates all students will be at least partially proficient in reading and math CSAP assessments by the year 2014. Of those schools responding, 53 schools (63%) had adopted such a goal.

Parent Involvement in Colorado Charter Schools

As a general rule, the cohort of charter schools operating in 2001-02 engaged parents at a high level of involvement. Research has shown that parental involvement has a profound effect on student achievement. Students whose parents are involved in their education are more enthusiastic and confident learners and achieve at higher levels. Similarly, schools where parents are involved are more effective at meeting the needs of all students.[45] In public schools generally, parent involvement tends to be higher in elementary schools than in middle and high schools and higher in schools that are not significantly impacted by poverty than in schools that are.[46] These general trends held across Colorado charter schools as well.

Fifty-three (62%) of the charter schools operating in 2001-02 tracked parent participation during that school year. Table 25 details the extent and depth of parent involvement in charter schools. The table shows the school's enrollment to provide a context for the number of volunteer hours contributed by parents or other family members. The table incorporates the two different measures charter schools used to track parent involvement: the total number of hours volunteered by parents or family members during the school year and the percentage of families in the school who volunteered. Some charter schools maintained data in both formats. The majority used one format or the other. Blank cells indicate that the schools did not provide data.

Seventy-seven (90%) of the charter schools operating in 2001-02 regularly administered a parent satisfaction survey. This percentage has remained fairly constant as the number of charter schools operating in the state has grown. Thirty-nine (45%) of the charter schools operating in 2001-02 used a required parent contract to spell out the school's expectations of parents related to their involvement in the school and in their children's education. This percentage has remained fairly constant as the number of charter schools operating in the state has grown.

Table 25 – Parent Involvement in Charter Schools – 2001-02

Charter School (Chartering District)	Enrollment	Total Hours Volunteered	% of Families Who Volunteered
Academy Charter School (Douglas County)	627		
Academy of Charter Schools (Adams 12 Five Star)	1,294	28,771 hours	89%
Alta Vista Charter School (Lamar School District)	92	1,000+ hours	60%
Aurora Academy (Adams-Arapahoe 28J)	450	10,760 hours	
Aspen Community School (Aspen School District)	97		
Battle Rock Charter School (Montezuma Cortez)	25		
The Black Forest School (Academy 20)	86		
Boulder Preparatory Charter (Boulder Valley)	79		
Brighton Charter School (Brighton School District)	209	40 hours/year per parent	20%
Bromley East Charter School (Brighton School District)	689	60,250 hours	
Carbondale Community School (Roaring Fork)	113		
Cardinal Community Academy(Keenesburg)	90	5,890 hours	
Cesar Chavez Academy (Pueblo School District 60)	329		
Center for Discovery Learning (Jefferson County)	235		
Challenges, Choices & Images (Denver Public Schools)	107	2,227 hours	
Cherry Creek Academy (Cherry Creek School District)	442		95%
Cheyenne Mountain Academy (Cheyenne Mt. Dist. 12)	431	1,247 hours	
CIVA Charter School (Colorado Springs District 11)	177		
Classical Academy (Academy School District)	1,148		
Collegiate Academy of Colorado (Jefferson County)	535		
Colorado High School (Greeley School District 6)	109		
Community Challenge Charter (Denver Public Schools)	101	2,112 hours	87%
Community Prep (Colorado Springs District 11)	154		
Compass Montessori School (Jefferson County)	231	8,945 hours	95%
Compass Montessori Secondary School (Jefferson County)	86	3,450 hours	89%
CONNECT Charter School (Pueblo School District 70)	145		
Core Knowledge Charter – Parker (Douglas County)	396	20 hrs/year per family	94%
Crestone Charter School (Moffat Consolidated School Dist)	53		
Crown Pointe Charter School (Westminster District 50)	221	7,814 hours	79%
DCS Montessori Charter School (Douglas County)	320		
Denver Arts & Technology Academy (DPS)	240	1,600 hours	60%
Eagle County Charter School (Eagle County School District)	257	10,528 hours	81%
Elbert County Charter School (Elizabeth School District)	291	7,649 hours	76%
Emerson-Edison Junior Charter (Co. Springs Dist. 11)	715		
Excel Academy (Jefferson County School District)	123		
EXCEL School (Durango 9-R School District)	123		
Frontier Academy (Greeley School District 6)	587		76% participated at the required four hrs/mth per family
Frontier Charter Academy (Calhan School District)	90		
GLOBE Charter School (Colorado Springs District 11)	181	3,663 hours	
Guffey Charter School (Park School District)	37		

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Table 25 – Parent Involvement in Charter Schools – 2001-02 (Cont.)

Charter School (Chartering District)	Enrollment	Total Hours Volunteered	% of Families Who Volunteered
Horizons Alternative School (Boulder Valley School District)	313	6,000 hours	
Indian Peaks Charter School (East Grand School District)	70		72%
James Irwin Charter High Sch. (Harrison School District 2)	186		
Jefferson Academy (Jefferson County School District)	676	17,730 hours	
Lake George Charter School (Park School District RE-2)	124	1,152 hours	80%
Liberty Common School (Poudre School District)	526		
Lincoln Academy (Jefferson County School District)	315	9,370 hours	91% volunteered, 66% met contract hrs
Littleton Academy (Littleton School District)	451	11,000 hours	
Littleton Preparatory Charter School (Littleton)	477	14,691 hours	
Marble Charter School (Gunnison Watershed School Dist.)	19		
Montessori Peaks Academy (Jefferson County)	312	7,896 hours	85%
Monument Charter Academy (Lewis Palmer School District)	437	8,500 hours	85%
Mountain View Core Knowledge (Canon City)	226		
North Routt Community Charter (Steamboat Springs)	15		
The Odyssey School (Denver Public Schools)	216		92% minimally involved; 62% involved at level of 4-40 hours/month
Paradox Valley School (West End School District RE-2)	33		
Passage Charter School (Montrose County School District)	25		
Peak to Peak Charter School (Boulder Valley)	606	17,300 hours	
Pinnacle Charter School (Adams 12 Five Star)	876		
Pioneer Charter School (Denver Public Schools)	272	40 hours/month	15%
Pioneer School for Expeditionary Learning (Poudre School District)	159	7,000+ hours	45% - 1-10 hours; 34% - 11-50 hours; 21% - 50-100+ hours
Platte River Academy (Douglas County School District)	413		
Prairie Creeks Charter School (Strasburg School District)	10		
P.S. 1 (Denver Public Schools)	285		
Pueblo School Arts-Sciences (Pueblo 60 School District)	329		
Renaissance Charter (Douglas County School District)	285		
Ridgeview Classical Academy (Poudre School District)	415		80% - Elementary 38%-Upper School
Ridge View Academy Charter (Denver Public Schools)	210		
Rocky Mountain Academy of Evergreen (Jefferson County)	170	10,000 hours	
Rocky Mountain Deaf School (Jefferson County)	30		
Roosevelt-Edison Charter (Colo. Springs Dist. 11)	719	8,692 hours	78%
Sojourner Charter School (Boulder Valley School District)	53		70%
Southwest Open Charter School (Montezuma Cortez)	140		
Stargate Charter School (Adams 12 Five Star)	311	12,000 hours	
Summit Middle School (Boulder Valley School District)	305		
Swallows Charter Academy (Pueblo School District 70)	176		
Tutmose Academy Charter (Harrison School District 2)	49		40% families contributed 40 hrs/yr
Twin Peaks Charter Academy (St. Vrain School District)	479	15,000 hours	85%
Union Colony Preparatory School (Greeley District 6)	154		
University Schools (Greeley 6)	670		
Ute Creek Secondary Academy (St. Vrain School District)	174		
West End Learning Center (West End School District)	19		
Windsor Charter Academy (Windsor School District RE-4)	157	3,818 hours	67%
Woodrow Wilson Charter Academy (Jefferson County)	236	21,300 hours	
Wyatt-Edison Charter School (Denver Public Schools)	666		
Youth & Family Academy (Pueblo School District 60)	154		

Data Source: Colorado Charter Schools

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Indicators of School Environment

The School Accountability Reports provide information on six features that are associated with safe and orderly schools. Table 6 shows the percentage of charter schools operating in 2001-02 with each feature:

Table 26: Charter Schools with Safe and Orderly School Features Listed in SARs, 2001-02

Safe and Orderly School Features	Percentage of Charter Schools
Allows after-school programs	83%
Requires student uniforms	39%
Encourages community programs in school building	93%
Conducts home visits	54%
Has a closed campus	90%
Requires parent conferences	94%

Data Source: Colorado Department of Education

Each charter school's School Accountability Report sets out the number and type of disciplinary incidents that occurred at the school during the year. The SAR also identifies the action taken in response to the incidents (e.g. in-school suspension, expulsion, referred to law enforcement). Comparisons among schools of the total number of disciplinary incidents can be misleading because the charter schools vary in size so dramatically. To adjust for school size, the total number of disciplinary incidents reported in each school's SAR was divided by the school's enrollment to produce a rate of disciplinary incidences. These data were available for 84 of the 86 charter schools operating during the 2001-02 school year. The average rate of disciplinary incidents was 18.7%. The disciplinary incident rate ranged from 0% to 470%. The median rate was 5.7%.

The rate of disciplinary referrals reflects many factors, including the strictness of a school's discipline code, the population the school serves and the school's capacity (including adequate resources) to provide alternative learning environments for disruptive students. Charter schools have the autonomy to adopt a different student discipline code and disciplinary policy than those in force in the chartering district. Prior evaluation studies indicated that about half of the charter schools either adopted a discipline policy that was different from their chartering district's policy or modified the district's policy, usually to provide a more explicit definition of consequences or the application of stricter consequences for violation of the policy.

Part Nine
CHARTER SCHOOL RENEWALS/CLOSURES

Renewals

Under the Colorado Charter Schools Act, the renewal process is a significant tool to ensure accountability. A charter renewal signals the satisfaction of the chartering or authorizing district that the charter school is fulfilling the commitments spelled out in its charter contract.

The process used by chartering districts to consider the renewal of a charter varied on a district-by-district basis. The range of renewal activities completed by schools in this report included:

- Completion of a renewal application with a question and response format requiring extensive attachments.
- Negotiations with district officials.
- Public hearings.
- An outside educational audit.
- A site review by district review team.
- Completion of a renewal criteria checklist addressed to five major areas: Academics, Goals and Objectives, Financial, Administration and Governance, and Accountability.

Of the 86 schools in this study, 55 have completed a renewal process of their initial charter applications. Of these 55 schools, 53 provided information about the term of the renewal. Of these 53 schools:

- 38% (20 schools) received a renewal term equal to the original term of the charter;
- 60% (32 schools) received a renewal term greater than the term of the original charter; and
- 2% (1 school) received a renewal term less than the term of the original charter.

Pursuant to Colorado law, the state accredits school districts and districts in turn accredit each of their schools. Many districts have merged their renewal criteria and process with this accreditation process.

Closures

From the inception of the Colorado Charter Schools Act through the end of the 2001-02 school year, four charter schools closed.

- The Clayton Charter School (Denver Public Schools) was closed voluntarily by the charter operator at the end of the 1996-97 school year after three years of operation. The discontinuation of the school was prompted by the decision of the Denver Public Schools to establish its own charter school in the same service area.[47]

- In October 1999, the Alpine Charter School (Summit School District) closed because of declining enrollment. Concerns about its upcoming renewal process and the quality of its academic program apparently contributed to the school's decision to close.

- In June 2000, the State Board of Education, after two hearings, upheld the decision of the Douglas County School District RE-1 Board of Education not to renew the charter contract of the Colorado Visionary Charter School. The State Board found that the decision of the local board of education was not contrary to the best interests of the pupils in the school district and community. The State

Board had previously (on March 1, 2000) remanded the non-renewal decision back to the local board of education with instructions to reconsider as follows:

- That the charter school develop and present to the school district a mutually agreeable budget for the term of the contract.
- That the charter school and school district obtain written resolution of the pending lawsuits involving the charter school.
- That the charter school present to the school district a satisfactory long-term facility solution, to include financing.
- That the charter school and school district develop mutually agreeable district oversight provisions to be included in the contract.

- Community of Learners Charter School in Durango School District R-9 closed at the end of the 2000-01 school year for financial reasons. The district assumed the school's unpaid bills (mostly faculty and staff salaries) in exchange for the agreement of the Community of Learners' board to surrender its charter.

A closure rate of 4.4% was calculated by dividing the number of closures (4) by the total number of charter schools that had operated from 1993 to the fall of 2001 (90). The closure rate has remained constant at about 4% over the past three years, despite an increase in the overall number of charter schools operating in the state. At a national level, of the 2,874 charter schools that have opened across the country since 1992, 194 schools (6.7%) have closed. Another 77 charter schools were consolidated back into their authorizing districts for a variety of reasons and are not counted as closures.[48]

Two charter schools included in this report closed *after the end of* the 2001-02 school year. Renaissance Charter School in Douglas County School District ceased operating as a charter school at the end of the 2001-02 school year, but continues to operate as a district choice school. The Colorado High School in Greeley School District 6 also closed after the end of the 2001-02 school year. Because these two schools operated during the 2001-02 school year, they will be counted as closures in next year's annual report (covering the 2002-03 school year).

PART TEN
WAIVERS

The Waiver Process and Its Use by Charter Schools

In 2001-02, the Colorado charter school law did not provide an automatic exemption from certain state laws, rules and regulations to charter schools. Instead, the law extended to charter schools the operation of the same waiver provision that has been available to every public school district in Colorado since 1989.

This provision[49] allowed the state board of education to waive education laws (Title 22), and the rules and regulations promulgated under those laws, subject to standards providing for educational achievement and enhancement of educational opportunity. The stated purpose of the waiver statute is to advance educational achievement and accountability.

Efficacy of the Waiver Process

The cumulative record established by the annual evaluations completed over the past seven years establishes that the process for permitting charter schools to secure waivers has been adequate to enable these schools to overcome statutory barriers to the successful implementation of their distinctive programs.

In the early years of the Colorado charter school movement, the waiver application and hearing process required a significant investment of time and effort on the part of the charter schools, their chartering districts, and the State Board of Education. The enactment of House Bill 00-1040 vastly simplified the method by which school districts apply for waivers from statute and regulation for public charter schools. The process now has two steps:

- **Step One:** School districts need to include within the charter contract a list of the state statutes and regulations the school district would like the State Board of Education to waive on behalf of the charter school.

- **Step Two:** The school district must submit to CDE the signed charter contract and charter application within ten days of the initial contract or renewal contract along with a cover letter listing the state statutes and regulations the school district would like the State Board of Education to waive on behalf of the charter school. The letter must be signed by an official of the school district. The charter contract must be signed both by an authorized representative of the school district and the charter school.

The Colorado Charter Schools Act provides that if the State Board does not deny the waiver request in writing within 45 days after submittal of the request for release, the request will be deemed granted. If the State Board grants the requests, it may orally notify the local board of education and the charter school of its decision.

Waivers Secured by Colorado Charter Schools

This section describes the waivers secured by Colorado Charter Schools through the end of the 2002 calendar year. Accordingly, the sample of schools related to this section of the report (92) is larger than the sample of schools (86) schools that operated in the 2001-02 school year and that is used for the rest of this report. The larger sample includes schools that received granted charters in 2002, even if they did not begin operating until the 2002-03 school year. It excludes charter schools that had closed before December 31, 2002.

Of the 92 charter schools in this sample, 99% sought at least one waiver from the Colorado State Board of Education and 97% obtained multiple waivers. Table 27 shows the frequency and distribution of waiver requests across the individual charter schools. Note that the table lists the schools in order of when their charter was granted, not in alphabetical order.

A brief description of the statutes waived, including the number and percentage of charter schools that sought and received each waiver, follows.

- **Colo. Rev. Stat. 22-1-110-Effect of Use of Alcohol and Controlled Substances to be Taught**. This law requires schools to teach the effects, the social dangers of use and the illegal aspects of use of alcohol and controlled substances. Four charter schools (3% of the cohort) received this waiver.

- **Colo. Rev. Stat. 122-1-112-School Year-National Holidays**. This law designates the national holidays to be honored by public schools. Two charter schools (2% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-7-207 – School Building Advisory Committees.** This law provides that the advisory accountability committee for each school building shall make recommendations to the chief executive officer of the school relative to the prioritization of school expenditures. One charter school (1% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-9-106 – Local Boards of Education – Duties/Performance Evaluations** . This law requires local boards of education to adopt a written system to evaluate the employment performance of licensed personnel and specifies required components of such an evaluation system. Seventy-five charter schools (82% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(a) – Local Boards of Education – Specific Duties/By-laws**. This law requires local boards of education to adopt written by-laws for their organization and operation. Two charter schools (2% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(b) – Local Boards of Education – Specific Duties/Competitive Bidding**. This law requires local boards of education to adopt policies and prescribe rules for competitive bidding in the purchase of services, except professional services, in the district. Forty-five charter schools (49% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(bb)(I) – Local Boards of Education – Specific Duties/Tobacco Use**. This law requires local boards of education to adopt a policy mandating a prohibition against the use of all tobacco products on school property and at school-sponsored activities. Eleven schools (12% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(e) – Local Boards of Education – Specific Duties/Minutes of Proceedings**. This law requires local boards of education to record minutes of all board proceedings, except those of an executive session, and to open the minutes to public inspection during reasonable business hours. Three charter schools (3% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(f) – Local Boards of Education – Specific Duties/Selection and Pay of Personnel**. This law requires local boards of education to employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation. Sixty-three charter schools (68% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(h) – Local Boards of Education – Specific Duties/Bonding of Staff**. This law requires local boards of education to require the bonding of staff members. Nine charter schools (10% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(i) – Local Boards of Education – Specific Duties/Governmental Accounting Principles**. This law requires local boards of education to keep complete and accurate financial records of the school district by funds and accounts, maintained on the basis of generally recognized principles of governmental accounting. Two charter schools (2% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(k) – Local Boards of Education – Specific Duties/Publication of Financial Condition**. This law requires local boards of education to cause a statement of the financial condition of the district to be published and posted as required by law, and to cause all accounted to be audited as required by law, and to review from time to time during each fiscal year the financial position of the district. Two charter schools (2% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(n)(I) – Local Boards of Education – Specific Duties/School Calendar**. This law requires local boards of education to determine the length of time which the schools of the district will be in session. Forty charter schools (43% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(n)(II) – Local Boards of Education – Specific Duties/Teacher-Pupil Contact Hours**. This law establishes a minimum number of teacher-pupil contact hours, which the adopted school calendar must meet. Thirty-one charter schools (34% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(t) – Local Boards of Education – Specific Duties/Textbooks and Curriculum**. This law requires local boards of education to determine the educational programs to be carried on in the schools on the district and to prescribe any textbooks for any course of instruction or study. Forty-eight charter schools (52% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109(1)(z) – Local Boards of Education – Specific Duties/Child Abuse and Neglect Training**. This law requires local boards of education to provide for a periodic in-service program for all district teachers which provides information to assist teachers in recognizing child abuse or neglect and how to report suspected incidences of child abuse or neglect. Twenty-one charter schools (23% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109.7 – Local Boards of Education – Specific Duties – Employment of Personnel** This law specifies the duties of local boards with regard to conducting background checks of employees, including criminal background check and contacts with previous employers. Thirteen charter schools (14% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109.8 – Applicants Selected for Non-licensed Positions – Submittal of Form and Fingerprints – Prohibition against Employing Persons Failing to Comply.** This law requires local boards of education to require potential employees to submit a set of fingerprints and to release the fingerprints to the Colorado Bureau of Investigation for processing. Twelve charter schools (13% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-109.9 – Licensed Personnel – Submittal of Fingerprints**. This law requires local boards of education to require fingerprints from any licensed personnel employed on or after January 1, 1991, whom the district believes has been convicted of any felony or misdemeanor (not including misdemeanor traffic offense or traffic infractions), subsequent to such employment. Twelve charter schools (13% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(h) – Local Board Powers/Terminate Employment of Personnel.** This law gives local boards of education the power to discharge or otherwise terminate the employment of any personnel. Fifty-one charter schools (55% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(i) – Local Board Powers/Reimburse Employees for Expenses.** This law gives local boards of education the power to reimburse employees for expenses incurred in the performance of their duties. Thirty-seven charter schools (40% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(j) – Local Board Powers/Procure Insurance.** This law gives local boards of education the power to procure group life, health or accident insurance covering employees of the district. Twenty-eight charter schools (30% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(k) – Local Board Powers/Policies Related to Inservice Training and Official Conduct.** This law gives local boards of education the power to adopt written policies related to the in-service training, professional growth, safety, official conduct, and welfare of the employees. Forty-five charter schools (49% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(o) – Local Board Powers/Policies Related to Inservice Provision of Textbooks.** This law gives local boards of education the power to provide textbooks to all school-aged students enrolled in the public schools. One charter school (1% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(y) – Local Board Powers/Accept Gifts and Donations.** This law gives local boards of education the power to accept gifts, donations or grants to any kind made to the district and to expend or sue said gifts, donations or grants in accordance with the conditions prescribed by the donor. Nineteen charter schools (21% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-110(1)(ee) – Local Board Powers/Employ Teachers' Aides and Other Nonlicensed Personnel.** This law gives local boards of education the power to employ teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children. Forty-four charter schools (48% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-116.5 – Extracurricular and Interscholastic Activities**. This law requires school districts to allow any student enrolled in a school or participating in a nonpublic home-based educational program to participate on an equal basis in any activity offered by the school district that is not offered at the student's school of attendance or through the students' nonpublic home-based educational program and describes the minimum processes for assuring such participation. One charter school (1% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-119 – Kindergartens.** This law gives local boards of education the power to establish and maintain kindergartens for the instruction of children one year prior to the year in which they would be eligible for admission to the first grade. Such kindergartens shall be a part of the public school system. Fifteen charter schools (16% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-120 – Food Services**. This law gives local boards of education the power to establish, maintain, equip and operate a food-service facility and sets minimum requirements for the operation of such a facility. Three charter schools (3% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-32-126 – Principals - Employment and Authority**. This law gives local boards of education the power to employ principals who shall hold valid supervisory or administrative certificates to supervise the operation and management of the school and sets forth the responsibilities and duties of the principal. Eighty-one charter schools (88% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-33-102(1) – Definition of Academic Year**. This subsection defines the "academic year" during which the public schools are in regular session. Two charter schools (2% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-33-104(4) – Compulsory School Attendance**. This subsection requires local boards of education to adopt a written policy setting out the district's attendance requirements, enumerates exclusions from compulsory attendance. Such attendance policy may include appropriate penalties for nonattendance due to unexcused absences. Fourteen charter schools (14% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-33-105 – Suspensions, Expulsions and Denial of Admission**. This law relates to the suspension, expulsion and denial of admission of students from public schools. Eighteen charter schools (20% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-33-107 – Enforcement of Compulsory School Attendance**. This law requires local boards of education to enforce the provisions of the district's compulsory attendance policy through a variety of policies and procedures. Fourteen charter schools (15% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-33-108 – Judicial Proceedings.** This law concerns court proceedings initiated by local boards of education to compel compliance with the compulsory attendance statute. Fifteen charter schools (16% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-44-112 – Transfer of Moneys**. This law establishes the manner in which local boards of education can transfer moneys from one fund to another. One charter (1% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-45-103 – Funds**. This law establishes various funds created for each school district for purposes specified in the Financial Policies and Procedure Act. Three charter schools (3% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-201 – Teacher Employment – License Required – Exception.** This law prohibits a local board of education from entering an employment contract with any person as a teacher, unless such person holds a provisional or professional teacher's license or authorization. Seventy-nine charter schools (86% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-202 – Employment Contracts – Contracts to be in Writing – Duration -Damage Provisions.** This law requires every employment contract entered into by a teacher or chief administrative officer for the performance of services for a school district to be in writing and contain a damage provision if the individual breaches or refuses to perform services pursuant to the contract. Sixty-six charter schools (72% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-203 – Probationary Teachers – Renewal and Nonrenewal of Employment Contracts.** This law relates to the employment of probationary teachers, teachers employed during the first three years of their full-time continuous employment with a school district. Seventy-seven charter schools (84% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-204 – Interest Prohibited.** This statute makes it unlawful for any teacher to take or receive any part of moneys from the sale of any book, musical instrument, school supplies or other materials. Thirteen charter schools (14% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-205 – Exchange of Teachers.** This law gives local boards of education authority to provide for the exchange of teachers with a school district in Colorado, in another state or in a foreign country and describes the salary arrangements for such teachers. Nineteen charter schools (21% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-206 – Transfer - Compensation.** This statute gives school districts the authority to transfer teachers from one school, position or grade level to another within the district and addresses the compensation of teachers so transferred. Seventy-five charter schools (82% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-301 – Grounds for Dismissal.** This statute enumerates the grounds for dismissing a teacher. Seventy-nine charter schools (86% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-302 – Procedure for Dismissal – Judicial Review.** This statute sets forth a process, including judicial review, which school districts must follow for dismissing teachers. Eighty charter schools (87% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-401 – Salary Schedule – Adoptions – Changes.** This statute requires local boards of education to adopt a salary schedule, a teacher salary policy based on the level of performance demonstrated by the teacher or a combination of the salary schedule and salary policy. The law prohibits changes in the salary schedule or policy during the school year to reduce teacher salaries. Seventy-eight charter schools (85% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-402 – Services - Disbursements.** This statute provides that a warrant for the disbursement of school district moneys shall not be drawn in favor of any person for services as a teacher, unless such person either holds a valid teacher's license or authorization from the department of education. Seventy-six charter schools (83% of the cohort) received this waiver.

- **Colo. Rev. Stat. 22-63-403 – Payment of Salaries.** This statute provides that if a teacher's employment is terminated prior to the end of the employment contract and prior to receiving all salary installments, the teacher is entitled to a pro rata share of the salary installments for the period during which no services are required to be performed, except as provided by law. Sixty-seven charter schools (73% of the cohort) received this waiver.

Table 27: Waivers Granted to Colorado Charter Schools (Through 12/31/02)

Please note: This list does not track all waivers. It tracks waivers deemed as high priority.

Statute		Connect Sch	Academy CS	Pueblo Sch for Arts & Sciences	EXCEL Sch	Community of Learners	Center for Discovery Learning	Collegiate Acad	Stargate Sch	Clayton CS	Eagle County Charter Acad	Jefferson Acad CS	Battle Rock CS	Acad of Charter Schs	Core Knowledge CS	Community Prep Sch	GLOBE CS	Marble CS	Excel Acad	Cheyenne Mtn Charter Acad	Cherry Creek Acad	P.S.1	Renaissance Sch	Aspen Community Sch	Roosevelt/Emerson Edison CS	Creotera CS
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
22-1-110	Alcohol & Controlled Substance Education					CLOSED				CLOSED													MERGED WITH SCHOOL DISTRICT - NOT A CHARTER SCHOOL			
22-1-112	School Year - National Holidays		X												X											
22-1-115	School Census - School Age																									
22-7-207	School Building Advisory Committees																									
22-9-106	Local Board Duties Concerning Performance Evaluations	X	X	X	X		X	X	X			X		X	X	X	X	X	X	X	X			X	X	X
22-32-109(1)(a)	Local Board Duties Concerning Bylaws																									
22-32-109(1)(b)	Local Board Duties Concerning Competitive Bidding										X		X	X	X	X	X	X		X	X				X	
22-32-109(1)(bb)(I)	Local Board Duties Concerning Tobacco use																									
22-32-109(1)(e)	Local Board Duties Concerning Minutes of Proceedings Open To Public																									
22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff, and Pay		X	X				X	X		X		X	X	X	X	X	X		X	X	X			X	X
22-32-109(1)(h)	Local Board Duties Concerning Bonding of Staff Members			X				X																		
22-32-109(1)(i)	Local Board Duties Concerning Governmental Accounting Principles																									
22-32-109(1)(k)	Local Board Duties Concerning Publication of Financial Condition																									
22-32-109(1)(n)(I)	Local Board Duties Concerning School Calendar			X							X					X	X			X				X	
22-32-109(1)(n)(II)	Local Board Duties Concerning Teacher-Pupil Contact Hours			X												X	X			X	X			X	
22-32-109(1)(t)	Local Board Duties Concerning Textbooks and Curriculum		X	X							X		X	X	X			X		X	X			X	
22-32-109(1)(z)	Local Board Duties Concerning Child Abuse and Neglect Training			X																						X
22-32-109 7	Selection of personnel															X	X			X						X
22-32-109 8	Fingerprinting															X	X			X						X
22-32-109 9	Fingerprinting															X	X			X						X
22-32-110(1)(h)	Local Board Powers-Terminate employment of personnel										X		X	X	X	X	X	X		X	X				X	X
22-32-110(1)(i)	Local Board Powers-Reimburse employees for expenses			X							X		X	X				X			X				X	X
22-32-110(1)(j)	Local Board Powers-Procure life, health, or accident insurance		X	X																					X	X
22-32-110(1)(k)	Local Board Powers-Policies relating to inservice training and official conduct		X	X							X		X	X	X					X	X				X	X
22-32-110(1)(o)	Local Board Powers-Provision of Textbooks																									
22-32-110(1)(y)	Local Board Powers-Accept gifts, donations, grants										X		X	X				X		X						
22-32-110(1)(ee)	Local Board Powers-Employ teachers' aides and other noncertificated personnel			X							X		X	X	X			X		X	X					X
22-32-116 5	Extracurricular & Interscholastic Activities																									
22-32-119	Kindergarten																								X	
22-32-120	Food Services																									
22-32-126	Employment and Authority of Principals		X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
22-33-102(1)	Definition of "Academic Year"		X												X											
22-33-104(4)	Compulsory School Attendance-Attendance policies and excused absences			X										X							X					
22-33-105	Suspensions, expulsion and denial of admission															X	X								X	
22-33-107	Enforcement of Compulsory School Attendance			X																						
22-33-108	Judicial Proceedings-conduct/discipline			X												X	X								X	
22-44-112	Budget-Transfer of Moneys																									
22-45-103	Accounting & Reporting - Funds				X																					
22-63-201	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate		X	X				X			X		X	X		X	X		X	X	X	X		X	X	X
22-63-202	Teacher Employment Act - Contracts in writing, damage provision		X	X			X	X	X					X		X	X	X	X	X	X	X			X	X
22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal		X	X			X	X	X			X	X		X	X	X	X	X	X	X	X		X	X	X
22-63-204	Teacher Employment Act-Receiving moneys from sale of goods																					X			X	
22-63-205	Teacher Employment Act-Exchange of teachers out of state or foreign							X						X						X	X	X			X	
22-63-206	Teacher Employment Act-Transfer of teachers		X	X			X	X				X	X	X	X	X	X	X		X	X	X			X	X
22-63-301	Teacher Employment Act-Grounds for dismissal		X	X	X		X	X					X	X	X	X	X	X	X	X	X	X		X	X	X
22-63-302	Teacher Employment Act-Procedures for dismissal of teachers		X	X	X		X	X				X	X	X	X	X	X	X	X	X	X	X		X	X	X
22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule		X	X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	
22-63-402	Teacher Employment Act-Certificate required to pay teachers			X	X			X				X	X	X		X		X	X		X	X		X	X	X
22-63-403	Teacher Employment Act-Describes payment of salaries			X				X					X	X		X	X	X	X		X	X		X	X	X
		1	15	24	6	0	8	14	6	0	12	7	17	20	15	21	20	17	10	22	21	13	0	9	25	20

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Table 27: Waivers Granted to Colorado Charter Schools (Through 12/31/02)

Please note: This list does not track all waivers. It tracks waivers deemed as high priority.

Statute		Summit Middle Sch	Monument Acad	Littleton Charter Acad	Swallows Charter Acad	Mtn View Core Knowledge CS	Guffey Community CS	Alpine CS	Pioneer CS	CIVA CS	Classical Acad	Union Colony CS	Jefferson Acad Junior High	Lincoln Acad	Rocky Mtn Deaf Sch	Montessori Peaks Acad	Elbert County CS	Liberty Common Sch	Platte River Acad	Crown Pt Acad of Westminster	Twin Peaks CS	Pinnacle CS	Frontier Acad	Youth & Family Acad CS	DCS Montessori Sch	Horizons K-8 Alternative Sch
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
22-1-110	Alcohol & Controlled Substance Education																			X						
22-1-112	School Year - National Holidays																									
22-1-115	School Census - School Age																			X						
22-7-207	School Building Advisory Committees			X	X	X	X			X	X		X	X	X	X	X	X	X	X			X	X	X	X
22-9-106	Local Board Duties Concerning Performance Evaluations																	X			X					
22-32-109(1)(a)	Local Board Duties Concerning Bylaws	X	X	X	X	X	X			X	X			X			X	X		X					X	
22-32-109(1)(b)	Local Board Duties Concerning Competitive Bidding			X														X								
22-32-109(1)(bb)(I)	Local Board Duties Concerning Tobacco use		X																							
22-32-109(1)(e)	Local Board Duties Concerning Minutes of Proceedings Open To Public	X	X	X	X	X	X			X	X			X			X	X	X	X			X	X	X	X
22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff, and Pay		X																					X		
22-32-109(1)(h)	Local Board Duties Concerning Bonding of Staff Members		X																							
22-32-109(1)(i)	Local Board Duties Concerning Governmental Acccounting Principles		X																							
22-32-109(1)(k)	Local Board Duties Concerning Publication of Financial Condition		X	X	X	X	X			X	X							X	X	X				X	X	X
22-32-109(1)(n)(I)	Local Board Duties Concerning School Calendar	X		X		X				X								X	X	X				X	X	
22-32-109(1)(n)(II)	Local Board Duties Concerning Teacher-Pupil Contact Hours	X	X	X	X	X	X				X			X			X	X		X				X	X	X
22-32-109(1)(t)	Local Board Duties Concerning Textbooks and Curriculum			X			X											X						X	X	
22-32-109(1)(z)	Local Board Duties Concerning Child Abuse and Neglect Training					X				X	X							X								
22-32-109.7	Selection of personnel					X				X								X								
22-32-109.8	Fingerprinting					X				X								X								
22-32-109.9	Fingerprinting	X	X	X	X	X	X			X	X			X			X	X		X				X		X
22-32-110(1)(h)	Local Board Powers-Terminate employment of personnel		X	X	X	X	X				X							X		X				X	X	
22-32-110(1)(i)	Local Board Powers-Reimburse employees for expenses	X		X		X												X						X	X	
22-32-110(1)(j)	Local Board Powers-Procure life, health, or accident insurance	X	X	X	X	X	X				X							X		X				X	X	
22-32-110(1)(k)	Local Board Powers-Policies relating to inservice training and official conduct																									
22-32-110(1)(o)	Local Board Powers-Provision of Textbooks		X			X					X							X								
22-32-110(1)(y)	Local Board Powers-Accept gifts, donations, grants	X	X	X	X	X	X				X							X		X				X	X	
22-32-110(1)(ee)	Local Board Powers-Employ teachers' aides and other noncertificated personnel																			X						
22-32-116.5	Extracurricular & Interscholastic Activities			X		X							X					X				X			X	
22-32-119	Kindergarten												X									X				
22-32-120	Food Services	X	X	X	X	X	X			X	X		X	X	X	X	X	X		X		X	X	X	X	X
22-32-126	Employment and Authority of Principals																									
22-33-102(1)	Definition of "Academic Year"			X		X												X						X		
22-33-104(4)	Compulsory School Attendance-Attendance policies and excused absences			X			X			X								X						X		
22-33-105	Suspensions, explusion and denial of admission			X		X												X						X		
22-33-107	Enforcement of Compulsory School Attendance			X		X				X																
22-33-108	Judicial Proceedings-conduct/discipline																									
22-44-112	Budget-Transfer of Moneys																									
22-45-103	Accounting & Reporting - Funds	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
22-63-201	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate	X	X	X	X	X	X			X	X		X		X	X	X	X	X	X		X		X	X	
22-63-202	Teacher Employment Act - Contracts in writing, damage provision	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	
22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal												X													
22-63-204	Teacher Employment Act-Receiving moneys from sale of goods																					X				
22-63-205	Teacher Employment Act-Exchange of teachers out of state or foreign	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
22-63-206	Teacher Employment Act-Transfer of teachers	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X		X		X	X	X
22-63-301	Teacher Employment Act-Grounds for dismissal	X	X	X	X		X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
22-63-302	Teacher Employment Act-Procedures for dismissal of teachers	X	X	X	X	X				X	X		X	X	X	X	X	X		X		X	X	X	X	X
22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
22-63-402	Teacher Employment Act-Certificate required to pay teachers	X	X	X	X	X				X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
22-63-403	Teacher Employment Act-Describes payment of salaries	X	X	X	X	X				X	X		X	X	X	X	X	X	X	X		X	X	X	X	X
		18	23	28	19	28	19	0	0	21	20	0	14	14	9	11	15	32	11	23	1	13	9	25	22	11

CLOSED

NO WAIVERS ON FILE

Table 27: Waivers Granted to Colorado Charter Schools (Through 12/31/02)

Please note: This list does not track all waivers. It tracks waivers deemed as high priority.

Statute		Colo Visionary Acad CS	Passage CS	Prairie Creeks CS	Compass Montessori CS	Odyssey CS	Wyatt Edison CS	Alta Vista CS	Colo High Sch of Greeley	Brighton CS	Littleton Prep CS	Lake George CS	Tutmose Acad	Sojourner Sch	Cardinal Community Acad	Jefferson Acad Senior High	South West Open Sch	West End Learning Center	Black Forest Sch	Boulder Prep High Sch	UNC Laboratory Sch	Peak to Peak	Windsor Charter Acad	Paradox Valley Sch	Indian Peaks CS	James Irwin Charter
		51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
22-1-110	Alcohol & Controlled Substance Education									X												X				
22-1-112	School Year - National Holidays																									
22-1-115	School Census - School Age																									
22-7-207	School Building Advisory Committees																									
22-9-106	Local Board Duties Concerning Performance Evaluations		X	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X	X		X		X
22-32-109(1)(a)	Local Board Duties Concerning Bylaws																									
22-32-109(1)(b)	Local Board Duties Concerning Competitive Bidding	C							C	X	X	X	X	X	X	X	X		X		X	X	X		X	X
22-32-109(1)(bb)(I)	Local Board Duties Concerning Tobacco use	L							L	X	X	X					X				X					
22-32-109(1)(e)	Local Board Duties Concerning Minutes of Proceedings Open To Public	O							O												X					
22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff, and Pay	S		X		X	X		S	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X
22-32-109(1)(h)	Local Board Duties Concerning Bonding of Staff Members	E							E	X											X					
22-32-109(1)(l)	Local Board Duties Concerning Governmental Acccounting Principles	D							D												X					
22-32-109(1)(k)	Local Board Duties Concerning Publication of Financial Condition																				X					
22-32-109(1)(n)(I)	Local Board Duties Concerning School Calendar			X						X		X	X		X		X		X		X		X		X	X
22-32-109(1)(n)(II)	Local Board Duties Concerning Teacher-Pupil Contact Hours									X	X		X	X			X				X	X	X			
22-32-109(1)(t)	Local Board Duties Concerning Textbooks and Curriculum									X	X	X	X	X	X	X	X	X	X		X	X	X		X	X
22-32-109(1)(z)	Local Board Duties Concerning Child Abuse and Neglect Training			X						X	X	X		X			X				X			X		X
22-32-109.7	Selection of personnel									X													X			
22-32-109.8	Fingerprinting									X													X			
22-32-109.9	Fingerprinting									X													X			
22-32-110(1)(h)	Local Board Powers-Terminate employment of personnel			X						X	X	X	X	X	X	X	X	X	X		X	X		X	X	X
22-32-110(1)(i)	Local Board Powers-Reimburse employees for expenses			X						X	X	X	X	X	X				X			X	X			X
22-32-110(1)(j)	Local Board Powers-Procure life, health, or accident insurance			X						X	X	X		X	X		X				X	X	X			X
22-32-110(1)(k)	Local Board Powers-Policies relating to inservice training and official conduct			X						X	X	X	X	X	X		X		X			X	X	X	X	X
22-32-110(1)(o)	Local Board Powers-Provision of Textbooks																									
22-32-110(1)(y)	Local Board Powers-Accept gifts, donations, grants									X			X				X						X		X	X
22-32-110(1)(ee)	Local Board Powers-Employ teachers' aides and other noncertificated personnel			X						X	X	X	X	X	X		X		X				X	X	X	X
22-32-116.5	Extracurricular & Interscholastic Activities																									
22-32-119	Kindergarten										X				X							X	X			
22-32-120	Food Services																									
22-32-126	Employment and Authority of Principals			X	X	X	X	X		X	X		X	X	X	X	X	X	X		X	X	X	X		X
22-33-102(1)	Definition of "Academic Year"																									
22-33-104(4)	Compulsory School Attendance-Attendance policies and excused absences			X						X	X													X		
22-33-105	Suspensions, explusion and denial of admission									X	X									X				X		
22-33-107	Enforcement of Compulsory School Attendance									X	X													X		
22-33-108	Judicial Proceedings-conduct/discipline									X	X															
22-44-112	Budget-Transfer of Moneys										X															
22-45-103	Accounting & Reporting - Funds										X															
22-63-201	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X		X
22-63-202	Teacher Employment Act - Contracts in writing, damage provision		X		X	X	X	X		X	X			X	X		X		X	X	X	X	X			X
22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal		X		X	X	X	X		X	X			X	X	X	X	X	X	X	X	X	X			X
22-63-204	Teacher Employment Act-Receiving moneys from sale of goods					X									X											
22-63-205	Teacher Employment Act-Exchange of teachers out of state or foreign					X									X											
22-63-206	Teacher Employment Act-Transfer of teachers		X		X	X	X	X		X	X	X		X	X	X	X	X	X	X		X	X			X
22-63-301	Teacher Employment Act-Grounds for dismissal		X		X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X		X
22-63-302	Teacher Employment Act-Procedures for dismissal of teachers		X		X	X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X		X
22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule		X		X	X	X	X		X	X		X	X		X	X	X	X	X	X	X	X			X
22-63-402	Teacher Employment Act-Certificate required to pay teachers		X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X		X
22-63-403	Teacher Employment Act-Describes payment of salaries		X		X	X	X	X		X	X			X	X	X	X	X	X	X	X	X				X
		0	10	13	11	13	11	11	0	33	29	17	14	21	21	14	22	13	19	12	22	21	23	14	8	21

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Table 27: Waivers Granted to Colorado Charter Schools (Through 12/31/02)

Please note: This list does not track all waivers. It tracks waivers deemed as high priority.

Statute		Aurora Acad	Woodrow Wilson	Ute Creek CS	Cesar Chavez Acad	Compass Montessori Secondary	Community Challenge CS	Denver Arts & Technology Acad	Challenge Choices & Technology	Pioneer Sch Expeditionary Learn	Ridgeview Classical Schools	Ridgeview Academy (DPS)	Frontier Calhan	Rocky Mtn Acad of Evergreen	Bromley East	Aspen Community School	Knowledge Quest Acad	North Routt Community CS	KIPP Sunshine Peak Acad	Leadership Prep Acad CS	Colorado High Sch	Bello Creek CS	Challenge to Excellence CS	Free Horizon Montessori CS	Waiver totals for all CS	
		76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	
22-1-110	Alcohol & Controlled Substance Education													X													4
22-1-112	School Year - National Holidays																										2
22-1-115	School Census - School Age																										0
22-7-207	School Building Advisory Committees																										1
22-9-106	Local Board Duties Concerning Performance Evaluations	X	X		X	X	X		X	X	X			X	X	X	X	X	X	X	X	X	X	X			75
22-32-109(1)(a)	Local Board Duties Concerning Bylaws																										2
22-32-109(1)(b)	Local Board Duties Concerning Competitive Bidding	X		X	X					X	X			X				X		X							45
22-32-109(1)(bb)(I)	Local Board Duties Concerning Tobacco use	X									X			X								X					11
22-32-109(1)(e)	Local Board Duties Concerning Minutes of Proceedings Open To Public																X										3
22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff, and Pay	X		X	X		X	X	X		X			X				X		X			X	X			63
22-32-109(1)(h)	Local Board Duties Concerning Bonding of Staff Members													X			X							X			9
22-32-109(1)(i)	Local Board Duties Concerning Governmental Acccounting Principles																										2
22-32-109(1)(k)	Local Board Duties Concerning Publication of Financial Condition																										2
22-32-109(1)(n)(I)	Local Board Duties Concerning School Calendar	X		X	X				X		X			X				X		X		X	X			40
22-32-109(1)(n)(II)	Local Board Duties Concerning Teacher-Pupil Contact Hours	X			X					X			X	X						X		X	X			31
22-32-109(1)(t)	Local Board Duties Concerning Textbooks and Curriculum	X		X	X					X	X			X			X	X		X						48
22-32-109(1)(z)	Local Board Duties Concerning Child Abuse and Neglect Training								X		X			X				X		X		X				21
22-32-109.7	Selection of personnel				X						X			X												13
22-32-109.8	Fingerprinting				X						X			X												12
22-32-109.9	Fingerprinting				X						X			X												12
22-32-110(1)(h)	Local Board Powers-Terminate employment of personnel	X		X			X		X	X	X			X				X		X		X	X			51
22-32-110(1)(i)	Local Board Powers-Reimburse employees for expenses	X			X				X	X	X			X				X		X		X				37
22-32-110(1)(j)	Local Board Powers-Procure life, health, or accident insurance	X			X					X	X			X						X		X				28
22-32-110(1)(k)	Local Board Powers-Policies relating to inservice training and official conduct	X		X	X				X	X	X			X				X		X		X				45
22-32-110(1)(o)	Local Board Powers-Provision of Textbooks										X																1
22-32-110(1)(y)	Local Board Powers-Accept gifts, donations, grants										X			X						X		X				19
22-32-110(1)(ee)	Local Board Powers-Employ teachers' aides and other noncertificated personnel	X		X	X		X		X	X	X			X				X		X		X				44
22-32-116.5	Extracurricular & Interscholastic Activities																										1
22-32-119	Kindergarten	X			X						X									X						13
22-32-120	Food Services																	X									3
22-32-126	Employment and Authority of Principals	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X			81
22-33-102(1)	Definition of "Academic Year"																										2
22-33-104(4)	Compulsory School Attendance-Attendance policies and excused absences	X			X						X			X			X			X		X				18
22-33-105	Suspensions, explusion and denial of admission	X			X						X			X				X				X				18
22-33-107	Enforcement of Compulsory School Attendance	X			X						X			X			X					X				14
22-33-108	Judicial Proceedings-conduct/discipline	X			X									X			X					X				15
22-44-112	Budget-Transfer of Moneys																										1
22-45-103	Accounting & Reporting - Funds									X																	3
22-63-201	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			79
22-63-202	Teacher Employment Act - Contracts in writing, damage provision	X	X	X	X		X	X	X	X	X		X	X			X	X	X	X	X	X	X				66
22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X				77
22-63-204	Teacher Employment Act-Receiving moneys from sale of goods						X	X	X				X					X		X		X	X				13
22-63-205	Teacher Employment Act-Exchange of teachers out of state or foreign						X	X	X				X					X		X	X	X	X				19
22-63-206	Teacher Employment Act-Transfer of teachers	X	X	X	X	X	X	X	X	X	X		X	X	X			X	X	X	X	X	X	X			75
22-63-301	Teacher Employment Act-Grounds for dismissal	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			79
22-63-302	Teacher Employment Act-Procedures for dismissal of teachers	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X			80
22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			78
22-63-402	Teacher Employment Act-Certificate required to pay teachers	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			76
22-63-403	Teacher Employment Act-Describes payment of salaries	X	X		X		X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X			67
		27	11	15	28	9	16	13	20	19	31	0	12	33	10	9	19	21	13	26	13	27	16	11	0	0	1501

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PART ELEVEN
SELECTED OPERATIONAL ISSUES IN COLORADO CHARTER SCHOOLS

Charter School Facilities

During the 2001-02 school year, charter schools were located in a wide variety of facilities including public schools; a museum; renovated churches, warehouses, office space, grocery stores, strip malls, and industrial space; modular buildings, and others.

Of the 84 schools that reported data about their facilities, 56% leased or rented their facilities, 25% owned their own facilities, 19% used facilities owned by the chartering district or made available for use by another organization.

Sixty-four schools provided data about the percentage of their total budget that was allocated to facility expenses (excluding regular maintenance) during the 2001-02 school year. The average percentage among all charter schools was 17.5%. The percentage in individual charter schools ranged from a low of 2% to a high of 50%.

This annual report focuses on the characteristics and academic performance of Colorado charter schools and only addresses finance and facility issues at a glance. In January 2000, the Colorado Department of Education in collaboration with Russell B. Caldwell (then with Bigelow and Company, currently with Kirkpatrick and Pettis) and Barry Arrington (Arrington and Rouse, P.C.) issued a detailed report entitled *Colorado Charter Schools Capital Finance Study: Challenges and Opportunities for the Future.* The report, which provided the first comprehensive look at financial issues affecting charter schools, is available on the CDE website, charter school home page (http://www.cde.state.co.us/index_charter.htm). In January 2003, the investment company Kirkpatrick Pettis issued the findings of a new study that updates some of the issues contained in the original report and provides new data on issues related to charter school facilities. The study covers 68 of Colorado's charter schools.

Purchase of Services

The Colorado Charter Schools Act allows charter schools to contract with the authorizing school district or with third parties for the purchase of services.

Table 28 shows the pattern of charter school purchases in 2001-02: which services were purchased from a third party, which from the chartering district, and which were provided in-house by the charter school. Each cell shows the percentage of charter schools operating in 2001-02 that purchased a particular service from a particular provider. The total of the cells across service categories exceeds 100% because some charter schools obtained the service from two or more different providers.

The services charter schools most frequently purchased from third parties were legal services (59%), professional development services (58%), and insurance services (47%). The services charter schools most frequently purchased from their chartering district were special education services (74%), student assessment services (55%), insurance services (53%), and transportation services (47%). The services charter schools most frequently provided in-house were professional development services (64%), custodial/maintenance services (62%) and student assessment services (55%).

Over a quarter (28%) of the charter schools did not provide food services in 2001-02 and about a fifth (19%) did not provide transportation services. These percentages are substantially lower than in the prior year (2000-01), in which 38% did not provide food services and 56% did not provide transportation services.

Table 28 – Patterns of Services Purchased by Charter Schools, 2001-02

Nature of Service	Purchased from Third Party	Purchased from Chartering District	Provided In-House by Charter School	Not Purchased
Insurance Services	47%	53%	6%	0%
Food Services	15%	38%	19%	28%
Custodial/Maintenance Services	31%	13%	62%	1%
Legal Services	59%	27%	21%	7%
Human Resources Services	23%	33%	21%	7%
Accounting Services	29%	44%	47%	0%
Professional Development	58%	29%	64%	0%
Transportation Services	23%	47%	30%	19%
Special Education Services	12%	74%	49%	0%
Student Assessment Services	27%	55%	55%	0%

Data Source: Colorado Charter Schools

Transportation

The 2001-02 Charter School Data Matrix asked charter school administrators to provide information related to the kinds of vehicles they use in transporting their students and to the maintenance of those vehicles. Of the 86 schools that operated in 2001-02, 85 provided data related to the vehicles they use to transport students.

- Eighteen of the responding schools owned small vans that were used to transport students.
- Eleven of the responding schools owned buses that were used to transport students.
- Of the 39 schools that owned small vans or buses, nine schools had an agreement with the authorizing school district to maintain the vehicles.
- Forty-four of the schools had an agreement with the authorizing district to provide transportation for activity tips or route operations.

Use of Computers

For the first time, the 2001-02 Evaluation Study asked charter schools to provide information related to how they use computers in their school. Table 29 shows the results.

Table 29: Use of Computers by Charter Schools, 2001-02

Use	Regularly	Occasionally	Rarely	Never
Teacher-directed classroom instruction	44%	31%	19%	6%
Self-paced lessons for individuals or small groups	29%	41%	22%	8%
Student research projects/homework assignments	65%	28%	6%	1%
Student participation in distance learning courses	5%	8%	28%	59%
Curriculum development and lesson preparation	60%	31%	8%	1%
Teacher professional development activities	21%	50%	24%	5%
Communication with parents (website or e-mail)	40%	26%	20%	14%
Posting grades or assignments on-line	14%	8%	18%	60%
Communication among staff members	41%	30%	19%	10%

Data Source: Colorado Charter Schools

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Federal Start-Up and Dissemination Grants

The Colorado Department of Education -- Charter Schools Unit, administers the Colorado Public Charter Schools Grant Program, through a grant the state has received from the U.S. Department of Education. Colorado has received a three-year grant for $20,250,000 to offer sub-grants for startup, implementation and dissemination needs.

Startup and implementation grants are for developing or new charter schools in their first three years of operation; the grant is for a three-year period. Mature charter schools, in at least their fourth year of operation and receiving an "Excellent" or "High" on the state School Accountability Report are eligible to receive a dissemination grant. Dissemination grants are designed to assist new and developing charter schools, expand the number of quality, research-based charter schools and assist existing public schools wishing to convert to charter status. The department has Request for Proposals (RFPs) and grant award information on its website at http://www.cde.state.co.us/index_charter.htm

During the 2001-02 grant fiscal year, $4,845,001 was awarded in startup and implementation grants and $856,539 in dissemination grants. Twenty charter schools received either a startup or an implementation grant and two charter schools received a dissemination grant.

PART TWELVE

FOCUS ON CHARTER HIGH SCHOOLS IN COLORADO

In each of the past five years, this annual study has explored an issue related to the operation and performance of charter schools in Colorado in more depth. These focus issues have addressed parent involvement, teacher satisfaction, the delivery of special education services, and discipline and safety in charter schools. This year, the focus is on Colorado charter schools that offer high school programs.

Of the 86 charter schools that operated in 2001-02, 35 served at least one or more grades at the high school level. Ten of these schools served middle/high school grades, ten served high school grades only and 15 served elementary/middle/high school grades.

Operations

The charter high schools calculated the credits required for graduation in very different ways, making it impossible to calculate an average figure. Reported practices for calculating credits ranged from granting one credit for a full year course, to granting three credits per class per eight-week block, to granting one credit per semester per class, to granting five credits per semester.

Twenty-nine of the 35 schools provided information about whether the number of credits they require for graduation is the same as the number required by the authorizing district. Of those 29 schools, 45% (13 schools) required the same number of credits as the authorizing district, and 55% (16 schools) required a different number.

Thirty of the 35 charter high schools provided information about whether the diploma their school grants to graduating seniors is issued by the charter school or district. Of those 30 schools, 23 schools (77%) issued their own diploma. In the other seven charter schools (23%), the diploma was issued by the authorizing school district.

Twenty-nine of the 35 schools provided information about whether their school participates in the Postsecondary Options Act. Of those 29 schools, 45% (13 schools) did participate and 55% (16 schools did not.

The charter high schools respondents ranked a list of nine issues in the order of the difficulty of the challenge they presented to their school. A number value was assigned to each rank (9 for the greatest challenge down to 1 for the smallest challenge) and then multiplied by the number of schools that assigned the rank to each issue. The values were totaled to compute the overall ranking. Twenty-five charter high schools responded to this question about most pressing challenges:

1. Remediating students unprepared to perform at a high school academic level – 191 points
2. Finding/retaining qualified teachers – 182 points
3. Dealing with limited facilities/space – 170 points
4. Dealing with disciplinary problems – 148 points
5. Encouraging student attendance – 129 points
6. Developing a school culture to support the school's vision/mission– 123 points
7. Aligning the curriculum to state content standards – 108 points
8. Finding appropriate textbooks or curriculum – 91 points.

Other challenges mentioned by a single charter high school were: negative perception of the school on the part of the authorizing district and some in the community; limited resources for overall program operations, accreditation requirements and CSAP testing given the high-risk population served by the school; funding; and transportation, especially for sports.

Lessons Learned

Charter high school operators responded to an open-ended question that asked them to describe the lessons they have learned that might be of benefit to those currently developing a charter high school. Their responses, organized by category for ease of reference, are listed below.

Governance

- "Have school policies board approved and in place before the school opens."
- "Start with a smaller population and build the school."
- "Need for governance plan, role clarification between governing [board] and administrator."
- "It is difficult financially to open without having all grades in operation. Adding a grade a year is difficult from the perspective of course offerings and staffing."
- "It is very difficult to open a school with a leadership-by-committee model."

Finances/Facility Issues

- "Raising the necessary funds is more difficult than anticipated."
- "Facilities and dollars to build are the number one speed bump to establishing a functioning school."
- "Facility issues have been our biggest problem. We do not have a gymnasium or fields. We have to rent these for our sports teams at a high cost. Fundraising for sports is a high priority."

Relationship with Authorizing District

- "Some chartering districts have a "stepchild" mentality about charter schools, viewing charters as [detracting] from the "real" schools [rather than] providing other options for students. This perception influences many aspects of the challenges faced by charters."

Educational Program

- "Information regarding standards-based curriculum, development of portfolios, and multiple data collection methods for measuring progress [are very important]."
- "Do as much research and course design [as possible] ahead of time. It is very hard to do daily administration and course design at the same time. A designated curriculum director would be great."
- "Need for counseling services."
- "Incoming students' academic level is often much lower than expected. Some students are not able to perform in even our lowest level courses. We also have some very high performing students. It is difficult and often impossible to teach both of these types of students in the same classroom. Because of our small size, we cannot offer a variety of classes to meet the different ability levels."
- "It is difficult to schedule the variety of classes that we would like to offer with the number of teachers that we can afford to hire."

The Performance of Charter High Schools

Twenty-seven charter high schools issued School Accountability Reports in fall 2002 at the high school level. The distribution of these SARs was:

- 2 schools (7.4%) received an "Excellent" rating;
- 6 schools (22.2%) received a "High" rating;
- 7 schools (25.9%) received an "Average" rating;
- 7 schools (25.9%) received a "Low" rating; and
- 5 schools (18.5%) received an "Unsatisfactory" rating.

Nearly half of the 27 charter high schools rated in 2002 were either intervention schools (schools expressly created to serve a specific population of high-risk students) or alternative schools (schools expressly created to primarily serve students who had not experienced success in traditional educational settings). Specifically, there were three intervention schools representing 11.1% of the total cohort of charter high schools (Boulder Preparatory High School, Prairie Creeks Charter School and Ridge View Academy) and nine alternative schools representing 33.3% of the cohort (Center for Discovery Learning; Challenges, Choices and Images; Colorado High School; Community Prep Charter School; P.S. 1; Southwest Open High School; Tutmose Academy; West End Charter School; and Youth and Family Academy). Table 30 presents the distribution of 2002 academic performance ratings by these various classifications. The percentages in the table show the distribution of ratings within each classification.

Table 30: Distribution of 2002 SAR Ratings Received by Intervention, Alternative and Other Charter High Schools

2002 Overall Academic Performance Rating	Intervention Charter High Schools	Alternative Charter High School	Other Charter High Schools
Unsatisfactory	2 (66.7%)	3 (33.3%)	0 (0%)
Low	1 (33.3%)	5 (55.6%)	1 (6.7%)
Average	0 (0%)	0 (0%)	7 (46.7%)
High	0 (0%)	1 (11.1%)	5 (33.3%)
Excellent	0 (0%)	0 (0%)	2 (13.3%)

One of the primary purposes of Colorado's accountability system is to hold high standards for all schools and for all students. However, as intervention and alternative charter high schools seek to advance the academic achievement of their students, they confront challenges different in both nature and degree from those encountered by other charter high schools and by non-charter high schools. This distinction is a relevant part of the context in which the academic performance of these charter high schools should be considered.

Endnotes

[1] The number of operating schools (77) reported in the 2000-01 annual report of charter schools reflected the expansion of the Roosevelt/Edison charter to include the Roosevelt/Emerson Jr. Charter Academy. Roosevelt/Edison and Roosevelt/Emerson have separate locations and report their data to CDE separately (by school) even though they operate under a single charter granted by Colorado Springs District 11. This number also reflected the planned merger of three Jefferson Academy charter schools (the elementary school, the junior high school and the high school) into a single school. Anticipating the merger, in both fall 2000 and fall 2001, CDE maintained data for Jefferson Academy as a single charter school. The planned merger was not finalized, however, and the three Jefferson Academy schools still operate under three separate charters. This study counts Jefferson Academy as a single school in 2001-02 because the relevant demographic, staff and student data analyzed herein was reported for a single school. When the three Jefferson Academy charter schools begin reporting data separately again, this study will track CDE data records.

[2] This figure reflects the separation of Aspen/Carbondale Community School into two separate schools.

[3] Aspen/Carbondale Community School was granted a charter in 1995 and always operated at two sites. In 2001, the sites were separated into two separate charter schools, the Aspen Community School and the Carbondale Community School, operating under distinct charters.

[4] In 1996, the Park County School District granted a single charter to operate two charter schools at different locations approximately 35 miles apart from each other – Lake George Community School and Guffey Community School. In 1999, Guffey Community School began operating under its own charter.

[5] The Edison-Emerson Jr. Charter School Academy opened its doors in 1999, however, the school operates under a charter granted to the Roosevelt-Edison Charter School by Colorado Springs School District 11 in 1997.

[6] Colo. Rev. Stat. 22-30.5-102(2).

[7] Colo. Rev. Stat. 22-30.5-104(1) - (3).

[8] Colo. Rev. Stat. 22-30.5-104(4)-(4.5)

[9] Colo. Rev. Stat. 22-30.5-104(5).

[10] Colo. Rev. Stat. 22-30.5-104(6).

[11] Colo. Rev. Stat. 22-30.5.106(7). The right of charter schools to sue their authorizing district was clarified by the Colorado Supreme Court in *Academy of Charter Schools v. Adams County School District No. 12*. Refer to Part Three of the report for a discussion of this decision.

[12] Colo. Rev. Stat. 22-30.5-109(1).

[13] Colo. Rev. Stat. 22-30.5-107(2)-(4).

[14] Colo. Rev. Stat. 22-30.5-105.

[15] Colo. Rev. Stat. 22-30.5-106.

[16] Colo. Rev. Stat. 22-30.5-106(2). Despite this prohibition, as shown in Figure 5, several districts have authorized charter schools that were private school conversions.

[17] Colo. Rev. Stat. 22-30.5-106(3).

[18] Colo. Rev. Stat. 22-30.5-108(1).

[19] Colo. Rev. Stat. 22-30.5-108(3).

[20] Colo. Rev. Stat. 22-30.5-108 (3.5)

[21] Colo. Rev. Stat. 22-30.5-108 (4)

[22] Colo. Rev. Stat. 22-30.5-107.5.

[23] Colo. Rev. Stat. 22-30.5-110

[24] Colo. Rev. Stat. 22-30.5-110(3)

[25] Colo. Rev. Stat. 22-30.5-110(4)

[26] Colo. Rev. Stat. 22-30.5-111

[27] Colo. Rev. Stat. 22-30.5-112.5.

[28] Colo. Rev. Stat. 22-30.5-104(7)(b)-(c).

[29] Colo. Rev. Stat. 22-30.5-104(4.5)(a).

[30] Colo. Rev. Stat. 22-30.5-112(1).

[31] Colo. Rev. Stat. 22-30.5-112(2)(a)(III).

[32] Colo. Rev. Stat. 22-30.5-112(2)(a.5)(I).

[33] Colo. Rev. Stat. 22-30.5-112(2)(a.4).

[34] Colo. Rev. Stat. 22-30.5-112(2)(a.7).

[35] Colo. Rev. Stat. 22-30.5-112(2)(a.8).

[36] Colo. Rev. Stat. 22-30.5-112(2)(b).

[37] Colo. Rev. Stat. 22-30.5-112(2)(e)(3)(a)(I)-(III).
[38] *Board of Education School District No. 1 v. Booth*, 984 P.2d 639 (Colo. 1999).
[39] *The State of Charter Schools 2000 – Fourth Year Report.*
[40] *Catalog of School Reform Models.* (2001). Northwest Regional Educational Laboratory; www.nwrel.org/scpa/catalog/modellist/asp.
[41] *Catalog of School Reform Models.* (2001). Northwest Regional Educational Laboratory.
[42] *Catalog of School Reform Models.* (2001). Northwest Regional Educational Laboratory.
[43] *Catalog of School Reform Models.* (2001). Northwest Regional Educational Laboratory.
[44] The fifteen charter schools that reported 0% eligibility for free/reduced-price lunch in fall 2001 were: Aspen Community School, Battle Rock Charter School, The Black Forest School, Boulder Preparatory High School, Brighton Charter School, Carbondale Community School, Cherry Creek Academy, Eagle County Charter Academy, Marble Charter School, Monument Charter Academy, North Routt Community Charter School, Pioneer School for Expeditionary Learning, Platte River Charter Academy, Prairie Creeks Charter School, Rocky Mountain Academy of Evergreen, Swallows Charter Academy, Windsor Charter Academy.
[45] Henderson, Ann T. and Karen Mapp. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Southwest Educational Development Laboratory (SEDL).*
[46] *A New Wave of Evidence.*
[47] The Center for Education Reform's national study of charter school closures characterized the Clayton Charter School as a district continuation rather than a closure.
[48] Center for Education Reform. (2002). *Charter School Closures: The Opportunity for Accountability.* Washington, D.C.: Center for Education Reform.
[49] Colo. Rev. Stat. 22-2-117.

APPENDIX
COLORADO CHARTER SCHOOLS 2001-02 EVALUATION STUDY
Request for Data

School Name: _____

Name/Phone Number of Contact Person: _____

. Composition of Governing Board in 2001-02 (check one)
_1 Parents + Community Representatives + Teachers/Administrators
_2 Parents + Teachers/Administrators
_3 Parents + Community Representatives
_4 Teachers/Administrators + Community Representatives
_5 Teachers/Administrators Only
_6 Parents only
_7 Community Representatives Only
_8 Other (please describe)

2. Does your school regularly administer a parent survey to solicit feedback and input from parents?
__1_ Yes __0_ No -1= NULL or No Answer

3. Did your school use a required parent contract in 2001-02?
__1_ Yes __0_ No -1= NULL or No Answer

4. a. Did your school track parent participation in 2001-02?
__1_ Yes __0_ No -1= NULL or No Answer

b. If yes, please provide the relevant data in the form your school maintained it (e.g. total percentage of parents who volunteered, total number of volunteer hours contributed by parents/family members)
____MEMO_____

5. a. During the 2001-02 school year, did your school:
Yes/No own its facility
Yes/No rent/lease its facility
Yes/No use a district-owned facility
Yes/No other, please explain_____TEXT_____

b. If applicable, what percentage of your school's total operating budget was spent on the facility, excluding regular maintenance, during the 2001-02 school year?___NUMBER_____

6. a. Does your school own any small vehicles that transport students for activity trips or route operations?
__1_ Yes __0_ No -1= NULL or No Answer

b. If yes, please state the general type (e.g. small van) __TEXT_____and the number _NUMBER____of vehicles so used.

7. Does your school own any school buses that transport students for activity trips or route operations?
__1_ Yes __0_ No -1= NULL or No Answer
b. If yes, please state how many ___NUMBER___.

8. If you answered yes to question 6 or 7, does your school have an agreement with the authorizing school district to maintain the above vehicles?
__1_ Yes __0_ No -1= NULL or No Answer

9. Does your school have an agreement with the authorizing school district to provide transportation for activity trips or route operations?
__1_ Yes __0_ No -1= NULL or No Answer

10. Please indicate the types of assessments administered by your school in 2001-02 in addition to the Colorado Student Assessment Program:
Yes/No Norm-referenced tests (i.e. ITBS, Terra Nova)
Yes/No Criterion-referenced tests (i.e. district standards-based assessments)
Yes/No Performance Assessments (i.e. portfolios, student exhibitions)

11. a. Has your school completed a renewal of its initial charter contract?
__1_ Yes __0_ No __2_ Currently in process -1= NULL or No Answer

b. If yes, please compare the renewal term to the original term of the charter: [check one]
__1_ same term
__2_ renewal term was greater than the original term of the charter contract
__3_ renewal term was less than the original term of the charter contract

12. a. Does your school have a book of board-approved policies that is separate from the employee handbook, parent/student handbook and original charter application?
__1_ Yes __0_ No -1= NULL or No Answer

b. If yes, please check all the applicable ways these board policies are made available to parents or other members of the public : [make check more than one]
Yes/No school office keeps a master copy available for review
Yes/No board policies are available on the school website
Yes/No school office provides copies of board policies, upon request, free of charge.
Yes/No school office provides copies of board policies, upon request, for a copying fee.

13. Has your school adopted a documented goal for making Adequate Yearly Progress under the provisions of the *No Child Left Behind Act* that stipulates all students will be at least partially proficient in reading and math CSAP assessments by the year 2014?
__1_ Yes __0_ No -1= NULL or No Answer

14. Which of the following best describes the type of community in which your school is located: [check one]
__1_ Large urban
__2_ Small urban
__3_ Suburban
__4_ Rural

15. Is your charter school best described as: [check one]
__1_ a grassroots, new charter school
__2_ a public school conversion to charter, or
__3_ a formerly private school, now a charter school

16. How frequently are your school's computers used for the following activities? [check one on each line]

	Regularly	Occasionally	Rarely	Never
a. Teacher-directed classroom instruction	?		?	?
b. Self-paced lessons for individuals or small groups	?		?	
c. Student research projects/homework assignments			?	
d. Student participation in distance learning courses	?		?	
e. Curriculum development and lesson preparation	?		?	
f. Teacher professional development activities			?	
g. Communication with parents (website or e-mail)	?		?	
h. Posting grades or assignments on-line	?		?	
i. Communication among staff members	?		?	

17. a. Was there a waiting list/lottery pool for your charter school at of the end of the 2001-02 school year?

__1_ Yes __0_ No -1= NULL or No Answer

b. If yes, please provide the number of students on the waiting list/lottery pool _NUMBER_.

18. Please indicate whether, during the 2001-02 school year, your school purchased the following services from a third party or parties, from the authorizing school district, or provided them in-house with your own staff. If services were purchased from more than one source, please check all applicable columns.

Service **Yes/No for all**	Purchased from 3rd party	Purchased from authorizing district	Provided in-house	Not provided
Insurance	Q18ins3rd	Q18insdist	Q18insinhouse	Q18insnone
Food Services	Q18food3rd	Q18fooddist	Q18foodinhouse	Q18foodnone
Custodial/building maintenance services	Q18maint3rd	Q18maintdist	Q18maintinhouse	Q18maintnone
Legal services	Q18legal3rd	Q18legaldist	Q18legalinhouse	Q18legalnone
Human Resources services – job postings, fingerprinting, references checks, etc.	Q18HR3rd	Q18HRdist	Q18HRinhouse	Q18HRnone
Accounting services	Q18accnt3rd	Q18accntdist	Q18accntinhouse	Q18accntnone
Professional development services	Q18prof3rd	Q18profdist	Q18profinhouse	Q18profnone
Transportation services	Q18trans3rd	Q18transdist	Q18transinhouse	Q18transnone
Special education services for students with IEPs	Q18Sped3rd	Q18Speddist	Q18Spedinhouse	Q18Spednone
Student assessment services	Q18asses3rd	Q18assesdist	Q18assesdist	Q18assesnone

COLORADO CHARTER SCHOOLS 2001-02 EVALUATION STUDY
Supplemental Questionnaire to be Completed by

Charter High Schools Only

19. How many credits does your school require for graduation? ___NUMBER_____

19 a. Is this number of credits the same as the number required by the authorizing district?
__1_ Yes __0_ No -1= NULL or No Answer

19 b. Please explain the methodology used to calculate credits (e.g. one credit per semester, three credit hours per class)

20. How many credits does your school require in the following subjects?

Language Arts	_NUMBER__
Mathematics	_NUMBER__
Social Studies	_NUMBER__
Science	_NUMBER__
Foreign Language	_NUMBER__
Physical Education	_NUMBER__
Electives	_NUMBER__
Other (please list)	_TEXT_____

21. Is the diploma your school grants to graduating high school seniors issued by: [check one]
__1__ the charter school
__2__ the authorizing district
__3__ other (please explain)

22. What are the major lessons you have learned (i.e. what do you know now that you wish you had known when you opened the school) that might be of benefit to those currently developing charter high schools?

MEMO

23. What are your current technical assistance needs as a charter high school?

MEMO

24. What are your current sources of technical assistance? If none, please state none.

MEMO

25. a. Do your students participate in the Postsecondary Options Act?
__1_ Yes __0_ No -1= NULL or No Answer

b. If yes, is the agreement with the institution of higher education
1 through your authorizing school district, or
2 through your charter school?

26. What issues have caused the greatest struggle for your high school? [rank answers]
    a) _1 finding/retaining qualified teachers
    b) _2 aligning the curriculum to state content standards
    c) _3 finding appropriate textbooks or curriculum
    d) _4 encouraging student attendance
    e) _5 dealing with limited facility space
    f) _6 developing a school culture to support the original vision/mission
    g) _7 dealing with student disciplinary problems
    h) _8 remediating students unprepared to perform at a high school academic level
    i) _9 other, please explain __MEMO_____

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